FACTORS INFLUENCING SCHOOL STRIKES IN CENTRAL DIVISION - MACHAKOS DISTRICT.

BY

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Factors influencing school strikes in

AUGUST, 2005.
DECLARATION.
This research project is my own original work and has not been presented for a
degree in any other University.

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This project has been submitted for examination with my approval as University
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DEDICATION.

This work is dedicated to my loving children King, Boss and Davis for accepting and coping with a student mother. And to my late son Dennis whose determination, humility and outlook in life still lingers in my memory.

To my parents Mr. and Mrs. Dishon Mukula whose financial support and inspiration enabled me to undertake and complete the programme.

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ABSTRACT

The purpose of this study was to investigate school strikes in Central Division of Machakos District.

A major justification of the study was that to date the problem of deviance rates has been largely concentrated among secondary schools.

Whereas in the past, cases of school disturbances within Machakos District have been minimal, the last six months have registered an alarming high rate of school strikes, riots and other forms of school disturbances. These have led to deaths, injuries, destruction of property and a number of schools being closed indefinitely.

The study was done in four (4) secondary schools within the Central Division of Machakos District. The sample included fifteen (15) teachers, four (4) principals and one hundred and twenty (120) students.

Questionnaires and interviews were the two research instruments. The data was summarised and presented by use of tables and was analysed in percentages and frequencies.
CHAPTER ONE

1.0 INTRODUCTION

1.1 BACKGROUND TO THE STUDY.

In Kenya, a day hardly passes without the media reporting cases of deviant behaviour such as robberies, murder, arson, theft, assault, rape, corruption, embezzlement of public funds and cheating.

We hasten to point out that the media only manages to report a fraction of all the deviant occurrences in the country. This indicates that the social fabric of the society is under threat.

In Kenyan schools, strikes and riots are some of the common features of deviant behaviours. The consequences of such behaviour include incidences of rape, violence, disobedience to school authority, drug addiction and damage to school property (Kinyajui 1976). An example of deviant behaviour is the St. Kizito tragedy in Meru district in 1991. This was an incident in which boys of St. Kizito invaded their female colleagues and raped them leading to the death of nineteen (19) females students (The weekly review, 19th July, 1991). This incident was also accompanied by excessive property destruction.

Another example is the Kyanguli school disaster in Machakos District in March, 2001 where sixty seven (67) boys lost their lives in a macabre arson attack. An unprecedented wave of student unrest that was threatening to spiral into a tragedy of unbelievable proportions.

Just months after the Kyanguli incident, fire bomb attacks quickly became fashionable especially in boys' schools where most cases of student violence were characterised by executed or attempted arson attacks.

Sporadic incidents, most of them violent kept popping up. The East African standard of 28.7.2001, reacting to the indiscipline in Kenyan schools, reported Lawrence Majali to have said-
We must find what has gone wrong. The wave of violence and indiscipline in schools must disturb our sleep and we need to come up with solutions today and not tomorrow.

Other tragedies on record includes the killing of a headmaster of Kebirigo secondary school by six (6) of his students (the Daily nation, 2nd November, 1991) This grim picture painted by the students contradicts the spirit of the report of the presidential working party on Education and Manpower Training (Kamunge Report 1988) which stresses that students should be trained to be responsible members of society.

In view of the above, deviance is seen to have permeated every societal web of Kenyan society. In order to minimise deviance, concerted efforts should be made in our institutions to inculcate moral values in our secondary school students.

Indeed the issue of the school discipline is a concern for all key stakeholders in education and to that effect, a task force was set up to visit all provinces in the country to establish the causes of the rampant student violence and indiscipline and come up with probable solutions to the problems.

Religious organisation, legal institutions and non-governmental organizations should also play a vital role in social control.

Social control efforts are normally intended to help reduce the gap between individual interest and collective group interest for the purpose of harmonious living (Peil.1988). However the criteria for enforcing social control efforts will differ from one ethnic group to another depending on cultural belief systems (Bray .. 1986; Nyanje,1990). In which case elders are expected to offer relevant guidance (Katola,1988). Those who deviate from what elders regard as the behavioural guideline are condemned and punished (Nyanje, 1990).

In the context of authority, children are obliged to abide by the parental authority. Thus it is the responsibility of the parents to bring up children who conform to their expectations. This stand is particularly useful for most parents because the quality of
the children's behaviour and attitude is of central concern. The more obedient the children, the greater the joy of their parents (Datta: 1984).

Generally, children are modelled on parents' expectations and the kind of profession they turn out to occupy would either hurt or boost the parents' egos. It is assumed in this study that children with good behaviour and positive attitudes are in a better position to perform well in school and be more productive at work.

Laws of the land and the views of the elders can be seen in this light: as a criteria for acceptable behaviour, and hence set the context for identification and control of deviance. For the child, the peer groups have a role in determining the behaviour of their members (Datta: 1984). They can either enhance respect or encourage disrespect for authority. Therefore, children use peer groups as sources of information and checks for behaviour.

The culture of a community is important in determining the behaviour of it's members—Ottaway (1962). Although culture dictates the expectations of the members of a given community, it (culture) varies from one community to another.

Despite this relativity, there is a general feeling that the members have to conform to what is laid down for each individual community. Those who deviate from the cultural expectations are taken as rebels and a lot of effort is made to ensure minimisation of such occurrences. This may, however, demand varying strategies and correspond to the different needs.

It is further observed that people are expected by their religions to conform to some set of standards. The fear of being ex-communicated makes the faithful not to deviate at will. When they do the mode of correction is spiritual in context.

In the same vein, education can be seen as a means of social control. When children are in school, they follow the laid down rules and regulations and therefore grow up respecting authority. It was the contention of this study that what constitutes school rules and regulations is a reflection of a combination of the laws of the land, views of the elders...
and the church, peer pressure was seen as a competing factor for the role of school authority in enforcing obedience to such rules and regulations.

Quite often, the students who deviate become a nuisance of the rest of the school community which responds by using punitive measures. This strategy was considered inappropriate by this study because those who use the strategy do not often find out why students become deviants.

In view of these therefore, the researcher wished to find out the factors influencing school strikes in Central Division of Machakos District.

1.2 STATEMENT OF THE PROBLEM

There is an emerging concern over the rising cases of indiscipline and student unrest in Kenyan schools. Society has observed with awe and amazement at the infamous acts of students indiscipline.

The main reason for concern therefore has been the realisation that the deterioration in student behaviour has far reaching educational, political, emotional and social implications.

In order to restore public confidence in the school as an agent of character building and to eliminate the economic burden arising from students indiscipline, a systematic study was needed to unveil the factors influencing school strikes in secondary schools.

In this context, the present study examines whether or not relationship exists between the school factors and indicators of delinquency in regard to school disturbances in Central division of Machakos district.

1.3 PURPOSE OF THE STUDY.

This research was meant to investigate and establish the discipline problems among students in secondary schools within Central Division of Machakos District that lead to School strikes.
1.4 OBJECTIVES OF THE STUDY.

This research specifically investigated and determined whether:

1. There are any specific causes that have contributed to the escalation of students' indiscipline within the schools in the Central Division of Machakos District.

2. There are certain internal administration inefficiencies within the school that would specifically have contributed to students' indiscipline within the schools in Central Division of Machakos District.

3. Administration and teachers within the schools have contributed to the increased cases of students' indiscipline in the school in Central Division of Machakos District.

4. There are means through which students' indiscipline within the schools in Central Division of Machakos District can be reduced or arrested.

1.5 RESEARCH QUESTIONS

The following research questions guided the study.

1. What is the nature of students' indiscipline cases experienced in secondary schools that led to school strikes?

2. What are the probable causes of such indiscipline cases in secondary schools?

3. What interventions does the school administration employ for the students' indiscipline cases?

4. To what extent have the interventions helped to arrest the situation?

1.6 SIGNIFICANCE OF THE STUDY.

School discipline is paramount for effective teaching and learning.

Griffin (1994:22) observed that:

"...A head's public professional reputation will depend on the standard of discipline in his or her school than on any other single factors for good discipline brings good results in every field of..."
school endeavour. A head who lets discipline out of his hand is risking trouble.

In Kenya, educational systems have been characterised by student unrests. These unrests could be attributed to causes of deviance such as drug addiction, alcoholism e.t.c. if these causes could be eliminated the ministry of Education would spend more time on planning development projects rather than wasting it on solving deviant and delinquency cases.

Hence, the prompting of this study which hoped to come up with recommendations which would enable the schools to control the situation and minimise students' deviant behaviour and damage to school property. This calls for conducive atmosphere for developing good skills/ knowledge in the students. The teacher's efforts to give instructions and guide students would be easy to implement in the absence of distracter's hence adequate attention on the coverage of the curriculum.

Since discipline is good for emotional development, students should grow up better adjusted to the expectations of the society. This in turn, will enhance their academic performance and there would be no competition for irrelevant attention and hostile attitudes towards the authority.

For parents it would become an economic relief since the burden of paying fines for damages would be minimised. As a result they would feel more obliged to participate in school activities.

The prevailing situation in secondary schools of unprecedented wave of student indiscipline has reached alarming proportions and it is now a matter of great concern to education policy makers, administrations, all other stakeholders in education and the public at large. A task force was established in the country to visit all the provinces in the country to establish the causes and probable interventions to student indiscipline and unrest.
The task force was able to elicit responses from participants at the national and provincial level and chances of reaching divisions and hence the reason to focus on the division.

It was also anticipated that the research would stimulate more educators and students of educational administration to undertake further research so as to provide solutions to minimise the unprecedented wave of students unrest and school strikes.

1.7 ASSUMPTIONS OF THE STUDY

The following were the basic assumptions of the study.

1. That the Geographical proximity of Machakos District in relation to Nairobi has contributed a lot to students' indiscipline in the schools within central division.

2. That excessive interaction between schools has led to negative peer influence.

3. In most schools within central Division teachers are not housed and as such there was little or no surveillance of students after school hours.

4. The teachers and students are capable of identifying the types of students' indiscipline that may lead to school strikes.

5. Teachers and students are capable of identifying the causes of students' indiscipline that may lead to school strikes.

6. That the school administration has developed some standard methods of arresting indiscipline students' indiscipline cases.

7. That students' indiscipline exists in any normal school.

8. That school administration and teachers are aware of their responsibility to instil, control, and maintain discipline in their schools.

9. That school administration, students, and teachers were able to assist in determining the extend to which interventions would help in arresting indiscipline in schools.

10. That with appropriate administrative mechanisms the problem of students' indiscipline would not escalate or replicate within the District.
1.8 SCOPE AND LIMITATION OF THE STUDY.

1. The study limited itself to schools within the central division of Machakos district. The bias on this division was basically because the largest number of school strikes in the past one year were reported here.

2. The target population included secondary school headteachers, teachers and form three students. The rationale for choosing form three students was that they have stayed in school for a long time and in addition they are relaxed as they still have one more year before they sit their summative examinations (KCSE).

3. The time allocated for this research project was rather short for a detailed study.

1.9 THEORETICAL FRAMEWORK

The main function of the headteacher is to direct, guide and integrate human efforts with specific educational goals (Mbiti, 1974: Olembo, 1977). Poor organisational and administrative structures in a school can influence the students' behaviour. Even where students of a given school are of high aptitude and have highly qualified teachers and the required school facilities, good organisational and administrative styles are still invaluable inputs in the way in which resources are allocated and also how time is shared amongst students depending on their specific needs.

By studying the headteacher's styles of leadership, it would be possible to determine how different styles affect the morale of teachers and the general discipline of students in Machakos Secondary Schools. This task would be analysed in relation to students' obedience to school situation, membership and activities and governed by certain specific rules and procedures which determine the degree of authority and behaviour of each particular member (Mbiti 1974: 1).

A key factor that determines the quality of leadership styles in schools is the size of the school. However, Wiseman (1964: 50) points out that "large schools attract better headteachers who in turn appoint better assistant teachers who delegate proper and conducive administrative duties which lead to the smooth running of the school".
This may not be the case in practice. Eshiwani (1993) asserts that indiscipline in schools is as a result of slow rate of producing qualified personnel to manage schools. He argues that teachers of proven leadership and administrative capabilities are first sent to National and Provincial schools. This argument does not take into account the fact that not all the students in the named schools behave well.

In the words of Mbiti (1974: 48)

"...Many teachers have been and will be given leadership without any formal preparation for it. When a teacher is picked out to be a headteacher, he will find himself in a different world altogether with new responsibilities, commitments, new problems and in most cases less freetime."

The prevalent wave of wanton destruction in learning institutions in Kenya is partly because some of the headteachers are pre-occupied with social control rather than challenge and motivation. Eshiwani (1983) strengthens this view by his findings that a high percentage of headteachers are parochial and incompetent in handling administrative duties. Some of the headteachers who were dubiously appointed do not accommodate descending views and thus become liabilities to their schools.

Such headteachers often neglect the usefulness of staff meetings. Staff meetings are important because they facilitate co-ordination of various activities in the school, be they academic or administrative (Fagbulu, 1972; Kombo, 1998).

The meetings also give an opportunity to the headteachers to convey useful information and build the morale of the staff. Jacobson (1973: 138) says that many teachers leave the teaching profession because of the frustrations they meet in teaching. Some of the frustrated teachers who do not leave may have their morale drastically deflated.

The headteachers have to play their roles as administrators if their influence is to be felt and accepted by the teachers, students and the society at large. How they administer their respective schools with a view to instilling discipline in the learners and curb school strikes as a result, was the concern of this study.
1.10 CONCEPTUAL FRAMEWORK

**Finance**
- Collection (lack of transparency)
- Budget (poor) priorities
- Accounting (No transparency)
- Auditing (irregular)

**Staff personnel**
- Shortage
- Transfers
- Indiscipline
- Demotivation
- Rigid administration
- Lack of proper communication channels

**Curriculum & Instruction**
- Poor implementation & supervision
- Inadequate coverage
- Poor results
- Evaluation

**Prefects**
- Irresponsible
- Indisciplined
- Inhuman
- Unreasonable
- Uncooperative
- Arrogant
- Unapproachable

**School community relations**
- Hostility
- Drug trafficking
- Illiteracy
- Local brews (students as customers)
- Poverty
- Politics
- Thefts & fights

**Students personnel**
- Drugs & Alcohol
- Indiscipline
- Peer pressure
- Examination phobia
- Negative influence
- Political incitement

**Headteacher**
- Ineffective
- Inefficient
- Corrupt
- Unclear delegation of responsibilities
- Poor leadership styles
- Lack of transparency & accountability

**Physical facilities**
- Inadequacy
- Poor use & maintenance
- Grabbing (land)
- Not up to date recording
- Unhygienic conditions

**SCHOOL STRIKES/DISTURBANCES**
School strikes emanate from several causes. These include:-

- Curriculum and instruction
- Physical facilities
- Student personnel
- Staff personnel
- School community relations.

When curriculum is not properly implemented and supervised, it poses a big challenge to both staff and student personnel, which eventually can translate into school strike due to the pessimism that comes as a result of inadequate coverage of the syllabus which leads to poor examination results. Inadequate physical resources such as textbooks and equipment hamper effective teaching and learning; and this can as well culminate into school disturbance. Students be influenced by drugs and alcohol, peer pressure, examination phobia and media to cause school unrests.

Schools should link well with the communities in which they exist so as to bar off negative community involvements especially in things like drugs and alcohol. This will cease drug-trafficking into the school and local brewing of alcohol with students as target customers. In situations where there is good school-community relations, hostility, thefts and fightings are unheard of.

Staff personnel should be qualified, disciplined, motivated and flexible so as to rhyme well with the student fraternity. This way there will be harmony and issues of strikes and ill blood between teachers, subordinate staff and students will be kept at bay.

In matters pertaining to school finances, there should be accountability in budgeting, collection, accounting and auditing. This will help to keep off suspicious and ill speculations in the way school money is managed because mismanagement can ultimately lead to school strikes; as indicated in the conceptual framework above.
1.11 DEFINITION OF SIGNIFICANT TERMS.

Strike
Referred to the cessation of programmed activities or work as stipulated in a daily routine of an institution, in order for the learners to press for their grievances.

Act
Law which has been officially accepted by parliament for example, education, chapter 211 laws of Kenya.

Board of governors.
Legal board, chosen and appointed as per the procedures in the education Act 211, Laws of Kenya, for the purposes of running educational institutions.

Curriculum.
Planned activities in the school.

Discipline.
State of physical or mental orderliness or control within a learner as a result of desirable learning experiences or the imposition of external standards and controls in an individual’s conduct.

Leadership
Ability to influence others. To make others believe what you are telling them is true and as a result, follow and do willingly what the person is saying.

Rules and regulations.
In a school, these are guiding orders, guidelines put in place to control behaviour of students in order to achieve the goals of the school.
Unrest.
A situation where people e.g. students protest violently over certain unsuitable conditions.

Violence.
A situation where there is physical beating or threats during strikes.

Intervention.
An action taken by the teachers that is intended to stop the disruptive actions and return to the academic flow of activities.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 INTRODUCTION

This study aimed at investigating students, indiscipline and unrests in secondary schools, causes and possible solutions. The review of literature was therefore centred on:

(i) The popular views of school discipline
(ii) Nature and trend of secondary school students' unrests.
(iii) Possible causes of strikes in secondary schools.
(iv) Methods of dealing with students' indiscipline in secondary schools.

To a considerable extent, deviance is determined by a unique criterion to each society. Whatever a society or group within a society defines as deviant is so treated by its members. Despite this uniqueness in each society, two main characteristics are observable.

(i) The perceived harmfulness of the behaviour in question.
(ii) The severity of the societal response to it.

2.2 POPULAR VIEWS OF SCHOOL DISCIPLINE.

In African tradition, such criterion was entailed in the cultural values, norms and taboos of each community. While in the modern society, it has been incorporated into legal document as well as national constitutions (Mbiti, 1969; Odetola, 1985; Katola, 1987; Nyanje, 1992).

Traditionally, discipline has been envisaged as a means for learning both at home and at school. Good planning, organisation and staffing can be done perfectly well by the school management, but in order to achieve performance; a high standard of discipline must be observed. Thus for learning programmes of any school to succeed, students' discipline is mandatory.

Okumbe (1998:115) says...................... to successfully achieve
the objectives of a school all members of the organisation are required to strictly adhere to the various behaviour patterns necessary for maximum performance.

Eshiwani (1993:105) supports these views by saying: school discipline must be maintained at all times because it is only when there is discipline that proper learning can be expected to take place.

and Griffin, (1994:29) asserts that good discipline brings good results in every field of school endeavours.

The most popular concept of discipline known for generations is commonly ascribed to mean different things to different people. To some, it means a degree of submission to laws imposed by authority. To others it means lack of movement and noise. Yet to others it means punishment and to others too it means evidence of progress towards an acknowledged goal or purpose. In many cases it means a consideration of some or all of these things.

In the Kenyan case, Muga (1975) dealt with crime and delinquency. His study was handicapped in the scope it covered. It did not address itself to the causes of crime and delinquency in Kenyan secondary schools.

Kinyanjui (1976) investigated problems caused by adolescents in secondary school and school strikes. However, their researches were also limited in scope for they did not place the findings in a social control framework and also they over emphasised the need for protecting victims as opposed to the underpinning of correlates.

2.2.1 DISCIPLINE AS A CONTROL OF STUDENTS' BEHAVIOUR.

According to Burden (1995) indiscipline is any student behaviour that is perceived by the teacher to compete with or threaten the academic actions at a particular moment. Indiscipline creates disruption in the flow of school activities. Not every infraction of a rule is necessarily indiscipline. Therefore indiscipline needs to be seen as action in
context and requires considerable interpretation when decisions are made about the best way to deal with indiscipline. Challenging, interesting and exciting activities should be developed for students and they should also be treated with dignity and respect. Some student actions are clearly indiscipline and require teacher intervention. Some other student actions that appear to be quite simple are reacted to differently by teachers when the actions are performed by different students at different times or in different contexts. Doyle (1986). In this different treatment, teachers may react differently when considering the context of student actions. Hargraves (1975).

Decisions about interventions are complex judgement about the act, the student and the circumstances at a particular moment in school. Doyle (1986).

Delinquency then needs to be seen as 'action' in context and requires interpretation based on what the teacher knows about the likely configuration of events. Hargraves (1975). It is necessary to make reliable judgement about the probable consequences of students action in different situations. Judgement should be reliable and consistent.

2.2.2 STUDENT DISCIPLINE AS A SYSTEM OF GUIDANCE AND TRAINING.

Each school as an Institution or organisation has clearly spelt out aims and objectives to be achieved (Reid, 1978). It can possibly be conveniently argued that the individual efforts in any organisation must be centrally co-ordinated by a person or a group of persons if the intended goals are to be realised.

A school in which high morale prevails is likely to have less disciplinary cases among the teachers and students (Afriyie, 1980; Kathuri, 1986). Teachers and students in such schools are likely to be much more committed and would do their best for the good of their school. More importantly, teachers, would look for ways and means of making their teaching effective.
School discipline also refers to a systematic and continuous development of the individual students' desired behaviour. Students' discipline is normally inculcated through well-planned instructions. This instills self-discipline, bringing about an all-round development in the personality of the students. The disciplinary training involves the provision, by the school management, and enabling learning environment and experiences which aims at engraving admirable behaviour in the student such as humility, orderliness, understanding, respect, responsibility, self-control and determination.

In support of these views, Mbiti (1972:76) says that students can learn to be disciplined through well-planned instructions and training. He says:

*Discipline is a system of guiding the individual to make reasonable decisions responsibly .......discipline should be connected with training, guiding and arranging conditions for learning and just restrictions.*

Carefully and purposely planned experiences that are exposed to and over which schools have control, can progressively and positively mould the students' character.

Rwamba (1992 : 17) shares the same views as she says:

*Modern discipline should lead a child to know what kind of behaviour is expected.*

Therefore, school administration, should strive to inculcate self-discipline among its students, to meet the expectations of their schools. Griffin (1996 : 29) asserts.

*Sound is an essential ingredient in the creation of a happy and industrious school community, performing properly its function of training the citizens of tomorrow.*

It is constructed that the use of preventive discipline need to take into account the degree of the misbehaviour. One can evaluate severity by factors such as appropriateness, magnitude, intend and extend of which a behaviour differed from what is expected in a particular setting.
A well-designed instructional programme should, therefore, be put in place through which the students' delicate character could be moulded in such a way that they will naturally fit in the school community and the wider society after school.

It is therefore construed that when selecting an appropriate response you need to take into account the degree of its severity. One can evaluate severity by factors such as appropriateness, magnitude, intend and extend to which a behaviour differed from what is expected in a particular setting Evans (1989). The degree of the response should match the degree of severity of the indiscipline.

In order to address this gap in our knowledge, the study was meant to investigate the types of indiscipline which ultimately lead to school strikes and the interventions used.

2.3 NATURE AND TRENDS OF SECONDARY SCHOOLS STUDENTS' UNRESTS.

The main function of an administrator is to direct, guide and integrate human efforts with specific educational goals (Mbiti, 1974: Olembo, 1977) Poor organisational and administrative structures in a school can influence the student's behaviour. Even where students of a given school are of high aptitude and have highly qualified teachers and the required school facilities, good organizational and administrative styles are still invaluable inputs in the way in which resources are allocated and also how time is shared among students depending on their specific needs.

When we talk of students' unrest, we are referring to situations where students disrupt the schools' education programmes due to their unresolved demands, whether the demands are justified or not. Usually, the students become agitated, dissatisfied, rebellious, uncontrollable, chaotic and may cause a lot of damage.

The National Council of churches of Kenya (NCCK: 1992:1) supports the above views when it said:-

*Youth unrest in schools and colleges has been a major problem affecting our society. The number of learning institutions which have been hit by the disturbances is large.........the unrests have been*
manifested in strikes and other incidences of indiscipline such as class boycotts.

In support of the same views, Ndakwa (2000:14) says:

In recent past, secondary school students have been in a state of discontent and have expressed their anger through unrests which culminated in death of students, police and destruction of properties. Students' unrests are, therefore disruptive activities by the students when they are discontent and angry about certain situations in their schools.

Still according to the National Council of Churches of Kenya (NCCK) report on students' unrest in schools and colleges (1992:1)

...Youth unrests have escalated from acts of boycotting classes to roughing up of teachers, often the violence translated into riots which have led to destruction of property.

Students' unrests, therefore, are characterised by turbulence, violence and destructive activities when students have been provoked to anger by conflicting situations in their schools.

In any formal learning situation, a teacher is indispensable. By preparation and experience, he is expected to handle competently various issues which arise in connection with learning and generally, he or she is expected to guide the learner and offer the needed leadership (Fagbulu 1974; Reid 1984). Seen from this perspective then the teaching force is considered to have an influence on the quality of education and subsequently the students' behaviour.

2.4 CAUSES OF STUDENTS' INDISCIPLINE IN SECONDARY SCHOOLS.

The origin of students' unrests in our Kenyan secondary schools can only be understood through knowing the factors which drive and compel students to be in that state of
unrest. This phenomena calls for a careful study to discover the circumstances that lead to these explosive issues.

2.4.1 THE ROLE OF SOCIETY IN INFLUENCING STUDENTS' INDISCIPLINE AND UNRESTS IN SECONDARY SCHOOLS.

Conditions in the home and community may be related to behaviour problems. Here problems may be associated with lack of adequate income, clothing or housing; parental supervision and types of discipline, home routines, significant events such as divorce or death of a friend or relative, bonding trust deficits, and community resources. Effects of media and advancement in technology, breakdown of cultural and moral values in society. There has been considerable concern and debate over the effects of television, video and media on the beliefs and conduct of children's violence on television is seen by some to influence students to be more aggressive and wild.

The society impacts the schools' environment either positively or negatively. The societal norms and values are normally reflected in the school by the students.

Arguably, there are institutions in society which influence human behaviour. This include the family, the school, and the political institutions. The problem which exist in society are easily reflected in schools. For example, bad political pronouncements which appear in the news media, like "we are unbwogable" (meaning nothing can be done to us). Such pronouncements made by political leaders are bound to influence the behaviour of students in schools and put them to practice, by being violent whenever they want to press for something.

Ndakwa (2000:15) supports these views when he says.

--------incitement from society as one of the causes of unrest when students are asked to act on their behalf. Therefore, poor standards of social morality influence students negatively, resulting into indiscipline behaviour.
Some of the negative aspects which impact upon schools include the use of drugs like bhang and alcohol Ndakwa (2000) argues that drug abuse affects the psychoactive system, hence, abnormal behaviour.

Mugo (daily Nation, 31/5/1991), page 21, column 1-6 says:

School authorities and education officers have blamed the incidents acting under the influence of drugs.

Kariuki (East African standards, 6/5/2000:14) remarks that:

Some of the reasons given for the, violence in schools were outrageous, teachers were accused of selling drugs to students.

Mituka (East African Standard (19/6/1999 page 6 columns 6) says :

students in many cases have been used as peddlers by drug barons, in the school neighbourhood.

It is likely that students under the influence of drugs become unreasonable and violent, Since drug addiction gives the abuser a false sense of greatness ands power.

2.4.2 EFFECTS OF PARENTING ON STUDENTS' INDISCIPLINE AND UNREST IN SECONDARY SCHOOLS.

Parents have a responsibility, to instil discipline in their children, through guidance and counselling in the whole process of socialising children at family level. However this is not the case with some parents. Some have left this role to adolescent baby sitters who have no knowledge at all in child development.

An article in the Daily Nation: Parents to blame for indiscipline of 5/7/1990 page 7 column 2-4 supported the above views by stating that:

Parents should establish the right contact with their children and should never allow their jobs and other activities or ambitions to keep them away from being close to their children. This neglect has disastrous consequences.
Larson (1963:5) expresses the same views as he says:

*What parents say and do often shapes the behavioural pattern of the child beyond the power of the school or other institutions.*

From the authorities quoted above it is evident that parents contribute to students' indiscipline in many ways. By being bad role models and by avoiding parental responsibilities such as teaching their children good behaviour. This could be one of the sources of students' unrest in schools.

### 2.4.3 Peer Pressure as a Possible Cause of Students' Indiscipline That May Lead to School Strikes.

When students succumb to negative peer pressure, they lose their self-image and respect. Such students end up engaging in inappropriate behaviour which include strikes or drug abuse. This line of thought is supported by the NCCK research findings on students' unrest in schools and colleges (1992:1). The report says in part:

*The youth suffer from a condition commonly referred to as identity crisis.*

*Being at the adolescence stage of human growth and development..............are in confusion. Most of them turn to rebellious activities such as smoking, drinking, drug abuse..............and give in to peer pressure.*

### 2.4.4 Poor School Management as a Possible Cause of Students' Indiscipline That May Lead to School Strikes.

Education Act (1968) revised (1980) cap. 211 laws of Kenya, gives the Board of Governors power to manage secondary schools. The headteacher or a person acting in that capacity is the chief executive of the Board of Governors, the headteacher performs some of the management functions in an effort to implement educational policies, he thus plans, coordinates, directs and controls the school programmes to ensure that the goals of the school have been achieved.
The headteacher, who is also the school manager must combine his knowledge in management skills and dynamic leadership skills to effectively implement the school's programmes to ensure that the goals of the school have been achieved.

In support of these views, Eshiwani (1993:124) says:

*The headteacher is responsible for the overall running and control of the school and for the maintenance of the tone and all-round standards.*

Mbiti (1974:48) on the same issue says:

*The Chief Executive of a school is the headmaster. The success of any school depends on how effective the headmaster is as an administrator.*

For headteachers to succeed in their work, they should have proper managerial skills. At times classroom teachers are appointed to the position of leadership without formal training in management and this may lead to managerial problems; which ultimately may contribute greatly to school strikes. Proper communication and sound leadership are among the ailing areas in secondary school management. Effective communication is important to school management for it is used to pass information and to control students' behaviour and motivate them by emphasising the rules and regulations that can lead to good discipline. So lack of effective communication can lead to school strikes.

The national Council of Churches of Kenya (NCCK) on students' unrest in schools and colleges (1994:6) support this view in their report that says:

………………*breakdown in communication hampers dialogue between students and the school management, that is heads and teachers.*

*The lack of communication means that students' views are not listened to and this leads to anger and violence.*
As concerns leadership, a poor leader is insensitive to the needs of the people working under his/her authority. He/she may be either be ignorant of the leadership skills needed to accomplish the leadership tasks successfully or diligently.

Most of the problems which occur in schools are because the headteachers use an autocratic style of leadership, whereby power and authority is in the management where decision-making does not involve students and workers. Good leadership is therefore important in school administration because matters affecting the running of the institution are solved democratically through dialogue.

School mismanagement such as misuse of funds is one of the causes of school strikes. This inability on the part of the headteachers to establish good human relations among school stakeholders, which is mandatory for the smooth running of the institutions results in disunity and negative attitudes among teachers, students, parents and Board of Governors.

Schools ought to organise their programmes and co-ordinate in such a way that both academic needs of students are met. To ensure that every one in the school is working in a way that ensures consistent high performance and improvement in both academic and non-academic areas, headteachers should provide practical leadership that demonstrates commitment to their work, and the maintainance of good human relations. A practical oriented headteacher knows that quality performance does not occur by chance it occurs because it has been designed that way, and those responsible are committed to their work.

He will therefore guide, counsel, educate, train, encourage to keep the morale high, will arouse enthusiasm and express approval of the headteachers, BOG employees and students, within the school to achieve their predetermined goals.

Bennaars (1994:257) says:

*Headteachers in all schools are directly responsible for fostering the right atmosphere for the achievement of this aim.......the headteacher must have the interest of the students uppermost in his mind when making plans of operations in the school.*
When headteachers adopt autocratic/authoritarian leadership, "an autocratic climate is developed in the school". This is characteristically marked by:-

- Unrealistic and harsh rules and regulations.
- Punitive disciplinary measures which are disproportionate to the offences students commit.
- Centralisation of power and authority where students are not involved in major decision making processes on issues affecting their welfare in the school.
- Needs of teachers and BOG staff are ignored as there is no dialogues to sort out grievances.
- Poor human relations as the tasks of decision and policy making are centralised to the headteacher or a few teachers close to the headteacher.
- Poor delegation of responsibilities to teachers as the headteacher does not trust them.

2.4.5 PROBLEMS EMANATING FROM THE SECONDARY SCHOOL CURRICULUM.

It has been strongly suggested that the Kenyan education system is heavily loaded with academic staff, and since the level of achievement of students is not the same, this could be a reason for frustration, resulting to violence.

Marsh (1978) observes that schools have not adapted to non-academic needs and in general, are not sensitive to the fact that pupils are people whose rights should be respected ................. in the perception of our non-academic pupils, schools are a waste of time, as they do not fit into the conventional academic system.

The report on the task force on students' discipline and unrest in secondary schools (Sept. 2001 :15-16) observes that:-

- The current curriculum did not wholly address the policy, objectives and philosophy of education. In its implementation, teachers tend to be more examination oriented.
- The curriculum did not cater for the holistic development of the child.
• The curriculum was still overloaded despite the current reduction of the number of examinable subjects.

It is therefore right to conclude that, where students' academic and non-academic needs are not provided for adequately in the school curriculum, there is a tendency for some students to be dissatisfied with the school programmes and this leads to indiscipline.

2.4.6 INDISCIPLINED PREFECTS AS INITIATORS OF STUDENTS' INDISCIPLINE THAT MAY LEAD TO SCHOOL STRIKES.

Rown Tree (1981: 224) referring to the United Kingdom Secondary schools' prefects asserts that:

Prefects are senior pupils who are appointed or elected to exercise some authority and disciplinary responsibility among their fellows.

and Griffin (1994: 67) says:

Prefects are senior boys (also girls) concerned with the day to day organisation and discipline of the school.

From the above authoritative definitions, we deduce that prefects in secondary schools are students who either through appointment by the school administration or guided elections by the fellow students are elevated to leadership positions after having identified their leadership potentialities. They form the body in the school. School prefects are recognised as student leaders who perform important roles for the smooth running and success of schools. In recent years, however, this has not been the case. According to the report of the task force on students' discipline and unrest in secondary schools, (September, 2001:37), some prefects molest other students. This behaviour does not augur well with the students' discipline in schools. Many times it leads to hatred and brings about violence that can eventually culminate into school strikes.
2.5 INTERVENTIONS FOR STUDENTS’ INDISCIPLINE TO CURB SCHOOL STRIKES.

Eshiwani:(1993:105) says that:

*School discipline must be maintained at all times because it is only when there is good discipline that proper learning can be expected to take place.*

Indiscipline amongst students must be eliminated in schools to ensure that schools’ social environments are peaceful and conducive to learning.

The Kenyan philosophy of education emphasises the attainment of mutual social responsibility by students as they go through secondary education.

The report on the commission of inquiry into the education system of Kenya, popularly known as Davy Koech commission Report (1995) states that:- mutual social responsibility if properly inculcated into the minds of the youths through an inclusive education curriculum, would play a critical role in the development of such virtues as honesty, confidence, work ethics, concern for others’ welfare, and overall integrity of character which are essential foundation of success.

Schools as Centres of learning, ought to have an inclusive curriculum which is carefully and well developed with diversified co-curricular activities which adequately cater for all the academic and non-academic needs of students. This should be implemented to the letter in an effort to inculcate self-discipline in the individual student. Such a programme should include activities such as games, clubs and societies which allow students full involvement in organising and participation which go along way in relieving tension that could burst out into undesirable incidents.
The Ministry of Education Science and Technology (Moest) insists that guidance and counselling programmes ought to be taken seriously to eliminate students' unrest in schools.

Indiscipline could be minimised if effective guidance and counselling services are offered Sitima (1987).

Teaching of religious studies in schools is another method of fostering students' discipline whether in class during normal teaching/learning sessions or during societies the teaching of religious values involves the fear of God. To certain extent this helps to instil good moral values which leads to eradication of indiscipline in schools.

Ndakwa (2000:46) says:

*Worship caters for students' spiritual growth. A time when students reflect upon their creator, God. Spiritual nourishment is quite vital for emphasising human virtual and harmonious co-existence.*

A genuine, purposeful commitment to the teaching of religious values can foster human moral values, which are elements of self discipline amongst students in schools, indiscipline is kept at bay.

2.6 HOW TO MAINTAIN STUDENTS' DISCIPLINE IN SCHOOLS.

According to Okumbe (1998)- corrective discipline is "The administrative action which follows an infraction of a rule". The action is intended to discourage further violation of rules and regulations put in place and it is a disciplinary action.

Larson (1963) suggests the following methods.

- Reprimands- The most common device, the most frequently resorted to. If administered calmly and without anger, can be very effective.
- Detention - staying on after school for some hours as a punishment.
e) Poor curriculum implementation.

f) In effective supervision of prefects and teachers leading to misuse of power.

g) Poor and unclear delegation of responsibilities by the headteachers.

h) Lack of team work and co-operation.

i) Poor maintenance of physical facilities.

j) Poor quality and inadequate food.

k) Unhygienic conditions in the schools.

l) Lack of rapport amongst teachers and students.

m) Poor/lack of proper channels of communication.

n) Abdication of transparency and accountability by the school administration.

o) Negative influence of the media.

p) Insensitivity to students, parents and teachers problems and needs by the school administration.

q) Ineffective, inefficient and corrupt school leaders.

r) Lack of effective guidance and counselling and pastoral care.

s) Punitive and non-reformative models of punishments.

t) Drug abuse and alcohol taking.

u) Political incitement.
CHAPTER THREE.

3.0 RESEARCH METHODOLOGY.

3.1 INTRODUCTION.
This chapter discusses the procedures and strategies which were followed in conducting the study. It specifically focuses on research design, location of the study, sample selection, research instruments, pilot study, data collection procedures and data analysis techniques.

3.2 RESEARCH DESIGN.
The study basically used descriptive survey design. In behavioural science, descriptive research is one of the most commonly used methods. Lovell (1977). Descriptive survey design was appropriate because it involved collecting data in order to test hypothesis or answer questions concerned with the subject of the study.

Robson (1993: 146) says:

A strategy for doing research which involves an empirical investigation on a particular contemporary phenomenon within its real life context, using multiple sources of evidence.

In this case, the focus was an intensive investigation on students' indiscipline that culminate into school strikes in Central Division of Machakos District, and the possible solutions.

This design was ideal for the study as it allowed investigations in great detail of individual cases Nkapa (1977:7) using smaller sample sizes. It therefore revealed relationships among the factors that resulted in the complex phenomenon under the study. This produced an authentic picture behind the phenomenon.
3.3 LOCATION OF THE STUDY.

The study was carried out in Central Division of Machakos District in Eastern Province. Machakos is approximately sixty four (64) Km to the East of Nairobi- sixteen (16) Km off Nairobi- Mombasa road.

The main economic activities in the division are Agricultural and Livestock production which support seventy (70%) percent of the population. Majority of parcels (plots) are small holdings about two (2) hectares each. Subsistence farming is dominant. Cash crops grown are Maize, Beans and Coffee. The remaining thirty (30%) percent of the population derives their livelihood from commercial activities and employment in public and private sectors.

The division has twenty one (21) secondary schools.

These are:-
1. Old established schools which are also referred to as provincial schools.
2. Other established schools- also referred to as District schools. These mainly serve members of the immediate community.

The rationale for choosing Central Division was because it has fairly good infrastructure in terms of road transport and as such most schools are accessible. The division is very significant as far as formal education is concerned.

3.4 TARGET POPULATION.

The target population of this study compromised of headteachers, teachers and students of the secondary schools in Central of Machakos District. The headteachers were useful participants in the study because they are educational managers and as such they have the responsibility of instilling, controlling and maintaining discipline in their schools.

Teachers participated for they have a key role to play in maintaining discipline and performing teaching and supervisory tasks at various levels. They therefore, interact with the students in many different forums. They are informed and could therefore provide useful information concerning the study particularly the class teachers and discipline teachers. The students were useful in the study because they are the ones on
whom discipline is instilled, controlled and maintained and they are also the ones who have
directly participated in various forms of indiscipline.

3.5 SAMPLE AND SAMPLING PROCEDURE.

Purposive sampling was used to select four (4) schools for the study. This technique was
used for it guaranteed the researchers accessibility to the schools. Nkapa (1997:38) says:-

*Purposive sampling is necessitated when the research is interested in a
certain specified characteristic*

The study samples included.

- Boarding and day schools.
- Single sex and mixed schools
- Rural and urban schools.

From the target population, the researcher used four (4) headteachers in the sampled
schools. The total number of teachers who were sampled was fifteen (15). There were
four (4) or three (3) teachers per school. Class teachers and discipline teachers were
preferred because it was assumed that they are more familiar with students discipline
than other teachers.

The researcher used purposive sampling to select the study sample of form three
students. This was because it was not possible to take data from all students in the
school. The total number of students for the study was one hundred and twenty (120),
where thirty (30) students were selected from each school.

It was assumed that the form ones and twos would have difficulties in completing the
questionnaires and the form fours were too busy preparing for their National
Examinations.

Random selection was used to pick thirty form three students from each school. This
approach is regarded as the most practical and free of bias according to Kerlinger
(1973:119) who observed that:-
3.6 RESEARCH INSTRUMENTS.

The study used questionnaires, interviews and documentary analysis as instruments for data collection.

3.6.1 THE QUESTIONNAIRE.

The questionnaires asked specific questions which called for specific answers. Lovell (1977).

Nkapa (1997: 74) says:-

*A questionnaire is a carefully designed instrument for collecting data in accordance with the specification of the research questions.*

The questionnaires were preferred due to their suitability for the study as suggested by Mugenda (1999:71) who says:-

*Questionnaires are commonly used to obtain important information about population. Each item in the questionnaire is developed to address a specific research question of the study.*

The questionnaire had both closed and open-ended questions. The closed-ended questions provided data that was easy to compute and analyse, while the open-ended questions permitted a great depth of response, thus adding quality to the data collected. Thus, the teachers' questionnaires comprehensively sought teachers' views, on the students' indiscipline experienced in the schools and likely solutions. The students' questionnaire was used to elicit information on the most prevalent students' indiscipline problems in the schools, the most likely causes of students' indiscipline and their possible solutions. Questionnaires were used because they offered a considerable advantage in administration. Walker (1985) says: questionnaires present an even stimulus to large numbers of people simultaneously and provide the researcher with a relatively easy accumulation of data.
3.6.2 INTERVIEW SCHEDULES.

Peil (1985) maintains that interviews can provide a reliable, valid, theoretical, satisfactory results from unknown source especially in societies where interaction is highly personalised and that interviewer gets better co-operation and further answers. A face to face schedule was administered on headteachers to gather qualitative information. Koul (1984:151) says that an interview schedule is:

*A device consisting of a set of questions which are asked and filled by an interviewer in a face to face situation with the interviewee.*

Mugenda (1999) states that interviews provide in depth data which cannot be obtained from a questionnaire. This instrument was designed to address the issues that formed the basis of this study, by seeking information concerning the views of headteachers on the students' indiscipline that lead to school strikes. (Kerlinger, 1973 : 480)- asserts that: an interview method is used to supplement other methods by validating them and going deeper into the motivations of responding as they did.

The interview schedule had both structured and unstructured items. This eased classification, analysis of data and also revealed deep and truthful views of the interviewees, concerning the most likely causes of students' indiscipline that lead to school strikes- as perceived by the headteachers.

3.6.3 DOCUMENT ANALYSIS.

The researcher used this instrument to determine the prevalent students' offences and the administration of students' discipline in the sampled schools. Minutes of the Board of Governors (BOG) and (PTA) meetings and records of punishments were part of the documents which were analysed.

3.7 PILOTING OF INSTRUMENTS.

The research instruments in this study were carefully constructed to ensure their reliability and validity for the attainment of the objectives of the study. They were
thoroughly checked by the supervisor and other authorities to ascertain their accuracy. They were piloted at Mumbuni Secondary School. After pilot testing, they were adjusted to make them suitable for the study.

Mugenda (1999: 95) says:--

*The quality of a research study depends to a large extent on the accuracy of the data collection procedures. That is the instruments or tools used to collect the data which must yield the type of data the researcher can use to accurately answer his or her questions.*

This is why there was need for them to be checked by experts and tested to ascertain their accuracy and validity before they were used in the actual collection process.

**3.8 DATA COLLECTION PROCEDURES.**

*Permission was sought and obtained from all relevant authorities, that is, the Ministry of Education officials. The researcher made appointments with the schools sampled for the study, two weeks prior to the actual visit. In the first visit, the researcher explained to the headteachers, teachers and students the purpose of her visit and made appointments when she would come for the actual collection of data. On the agreed date and time, the researcher visited different schools to meet with the respondents, to collect data, using the instruments prepared. A total of four (4) headteachers were interviewed in their offices as agreed earlier.*

*The interviewees were assured that the information they gave was solely for the purposes of the research and would remain confidential as was stated in the questionnaires. In each school, the exercise took between two to three hours with the headteachers, while those with the students and teachers took one to two hours.*

*During the same visit, the researcher personally administered the questionnaires to the students who were sampled through purposive and stratified random sampling techniques.*
The administration of the questionnaires took place in the classrooms, where there were no activities going on during the lunch break.

Before the administration of the questionnaires, the students were assured that the information they would give was purely for the purposes of the study and would remain confidential as was stated in the questionnaires. A total of one hundred and twenty (120) students were involved, that is, forty five (45) female and seventy five (75) male students. The questionnaires were collected from the students personally by the researcher.

The researcher administered the questionnaires for the teachers after she was through with the students. This did not interfere with the programmes of the schools, as teachers attended to their classes and responded to the questionnaires when they were free. The exercise was concluded as per the agreed date when the researcher collected the filled questionnaires. A total of 15 teachers from the four secondary schools participated.

3.9 DATA ANALYSIS.

Ary (1972:94), asserts that the use of descriptive statistics is fundamental in organising research data as it serves to summarise the information collected. Therefore, the analysis made use of descriptive statistics in the form of frequencies and percentages to summarise data on the closed-ended items in the questionnaires and interview schedules. The open-ended items in the questionnaires and the notes taken during the interviews constituted the qualitative data. These were categorised accordingly and corrected for clarification regarding specific responses from the respondents. The data was deductively analysed. Such data was organised into themes relevant to the study and presented using descriptions and quotations.
Kane (1995: 246-247) says:

Data collected constantly passes through an ordering process that human brains put on............from the moment the question was formed............one can use, inductive approach to collect data, that is through interview and then analyse it deductively, when putting the results on the whole study together.

The analysed data was used in discussions within the relevant themes, reaching conclusions; thus providing answers to the objectives set at the beginning of the study.
CHAPTER FOUR

4.0 DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION.

The purpose of this study was to investigate and identify the factors which influence school strikes in secondary schools within Central division, in Machakos District, and to find possible solutions to the same.

The research was carried out in four (4) secondary schools. The study sample included fifteen (15) teachers, four (4) headteachers and one hundred and twenty (120) students. The tools used for collection of data were questionnaires, interview schedules and documentary analysis.

The findings were developed around the following major themes.

(a) The nature, types of students' indiscipline and possible causes.

(b) The source or origin of students' indiscipline

(c) The management style of students' indiscipline

(d) How discipline could be enforced by headteachers, teachers, parents, students and prefects.

More specifically, the responses from the students' questionnaires items were used to determine:-

(i) The common type of students' indiscipline faced by the secondary schools in Central Division.

(ii) How discipline was maintained in secondary schools within central division.

(iii) Whether the disciplinary measures and procedures used to maintain students' discipline was effective.

(iv) The causes of students' strikes within secondary schools in central division.

(v) Methods which could be used to curb school strikes in secondary schools.
Table 3: Number and percentage of teaching experience of teachers and headteachers.

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<th>Category</th>
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<td>0-2</td>
<td>1</td>
<td>7.0</td>
</tr>
<tr>
<td>3-5</td>
<td>5</td>
<td>33.3</td>
</tr>
<tr>
<td>6-10</td>
<td>7</td>
<td>46.7</td>
</tr>
<tr>
<td>Over 10</td>
<td>2</td>
<td>13.0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>

Majority of the teachers had a teaching experience of between six to ten (6-10) years representing forty six point seven (46.7\%) percent and thirteen (13\%) percent had teaching experience of ten years and above. Majority of the headteachers representing seventy five (75\%) percent had a teaching experience of ten years and above. This remaining twenty five (25\%) percent had a teaching experience of between six to ten (6-10) years.

Teachers and headteachers were asked to indicate their level of training. This is shown in table 4.

Table 4: Number and percentages of professional qualifications of teachers and headteachers.

<table>
<thead>
<tr>
<th>Category</th>
<th>Teachers</th>
<th>Headteachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>B'Ed</td>
<td>12</td>
<td>80</td>
</tr>
<tr>
<td>M'Ed</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>

All the teachers and headteachers in the study samples were trained, although at different professional levels. The majority of the teachers representing eighty (80\%) percent were B'Ed graduates, thirteen (13\%) percent had Diploma Certificates and seven (7\%) percent had M'Ed degrees. The findings revealed that majority of headteachers in the sample representing seventy five (75\%) percent were also B'Ed graduates and twenty five (25\%) percent were M'Ed graduates.
Headteachers indicated the number of years they have served as headteachers in their present schools.

Table 5 indicates the headteachers experience in their schools.

### Table 5: Headship experience.

<table>
<thead>
<tr>
<th>Years</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>3-5</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>6-10</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>

The findings in table 5 revealed that fifty (50%) percent of the headteachers had served in those positions for a period ranging from zero to two (0 - 2) years and twenty five (25%) percent for between three and five (3 & 5) years; another twenty five (25%) percent between six to ten (6 - 10) years.

Headteachers were asked to state the student population of their schools. The range of the student population in the four schools ranged between five hundred and eighty and seven hundred and sixty (580 & 760).

### 4.3 STUDENTS' RESPONSES.

The students' responses to question four (4) in the students questionnaire were summarised and put in table 6 shown below.

### Table 6.

**Types of students' indiscipline prevalent in Central Division Secondary Schools as perceived by students.**

<table>
<thead>
<tr>
<th></th>
<th>N= 120</th>
<th>FR</th>
<th>% of resp</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting late for classes</td>
<td>37</td>
<td>30.83</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Truancy</td>
<td>32</td>
<td>26.67</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Dozing in class while lessons are in progress</td>
<td>32</td>
<td>26.67</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Lack of courtesy</td>
<td>31</td>
<td>25.83</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Speaking in sheng and vernacular</td>
<td>29</td>
<td>24.17</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Refusal to dress in school uniform while going out of school</td>
<td>27</td>
<td>22.5</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
Obtaining extra food through cheating 24 20 7
Refusing to perform cleaning duties 23 19.7 8
Teasing fellow students 22 18.33 9
Being shabby 21 17.5 10
Bullying of fellow students 21 17.5 10
Sneaking out of school 21 17.5 10
Consumption of alcohol 21 17.5 10
Noise making during preps 21 17.5 10
Theft of school property 21 17.5 10
Fighting among students 20 16.67 15
Not completing teachers assignments 19 15.83 16
Disobedience to prefects 18 15 18
Refusing teachers' punishments 17 14.17 19
Dodging preps 17 14.17 19
Playing with objects while lessons are in progress 17 14.17 19
Boycotting classes 17 14.17 19
Participating in students strikes 14 11.67 23
Drug taking (bhang) 14 11.67 23
Sleeping during preps 13 10.83 25
Lack of interest in school activities 12 10 26
Sexual immorality amongst students 11 9.16 27
Teacher-student sexual immorality 9 7.5 29
Fancy hair cuts 7 5.83 30
Assaulting teachers 2 1.67 31
Arson activities 1 0.83 32

FR= Frequency of respondents.
The total percentage of the responses from the respondents adds to more than one hundred (100%) percent because the questions required multi-responses.
In the above types of students’ indiscipline directly related to teaching-learning processes. Thirty point eighty three (30.83%) percent of the respondents felt that reporting late for classes was a serious and rampant problem, and so it was ranked number one. Truancy, dozing in class, lack of courtesy speaking in sheng and vernacular were also ranked high in the tables in relation to their frequency in the students questionnaires.
Students' perceived noise making during preps, theft of school property, dodging preps, disobedience to prefects and boycotting of classes as among the moderate indiscipline
problems within Central Division secondary schools in Machakos. Their percentages rated between seventeen point five to fourteen point seven (17.5% - 14.7%) percent.

According to the students' perception, lack of interest in school activities, sexual immorality among students, teacher-student sexual immorality, fancy hair cuts, assaulting teachers and arson activities were least rampant. Their percentages falling between ten and zero point eighty three (10% & 0.83%) percent.

4.3.1 TEACHERS' RESPONSES.

Teachers were required to respond to question seven (7) in the teachers' questionnaire. Their responses are represented in Table 8 below.

Table 7

Types of students' indiscipline prevalent in Central Division Secondary Schools as perceived by teachers.

<table>
<thead>
<tr>
<th>Students' indiscipline</th>
<th>FR</th>
<th>% of Resp</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of courtesy</td>
<td>12</td>
<td>80.0</td>
<td>1</td>
</tr>
<tr>
<td>Reporting to class late</td>
<td>12</td>
<td>80.0</td>
<td>1</td>
</tr>
<tr>
<td>Not completing teachers assignments</td>
<td>11</td>
<td>73.33</td>
<td>3</td>
</tr>
<tr>
<td>Sneaking out of school</td>
<td>10</td>
<td>66.67</td>
<td>4</td>
</tr>
<tr>
<td>Late reporting at the beginning of term</td>
<td>10</td>
<td>66.67</td>
<td>4</td>
</tr>
<tr>
<td>Sheng speaking and use of vernacular</td>
<td>9</td>
<td>60.0</td>
<td>6</td>
</tr>
<tr>
<td>Obtaining extra food through cheating</td>
<td>9</td>
<td>60.0</td>
<td>6</td>
</tr>
<tr>
<td>Theft of school property by students</td>
<td>9</td>
<td>60.0</td>
<td>6</td>
</tr>
<tr>
<td>Dozing in class while teaching is in progress</td>
<td>8</td>
<td>53.33</td>
<td>9</td>
</tr>
<tr>
<td>Refusal to wear uniform while going out of school compound</td>
<td>8</td>
<td>53.33</td>
<td>9</td>
</tr>
<tr>
<td>Destroying school property</td>
<td>7</td>
<td>46.67</td>
<td>11</td>
</tr>
<tr>
<td>Playing with objects while lessons are in progress</td>
<td>7</td>
<td>46.67</td>
<td>11</td>
</tr>
<tr>
<td>Being shabby</td>
<td>6</td>
<td>40.0</td>
<td>13</td>
</tr>
<tr>
<td>Drug abuse and bhang smoking</td>
<td>6</td>
<td>40.0</td>
<td>13</td>
</tr>
<tr>
<td>Sleeping during prep time</td>
<td>6</td>
<td>40.0</td>
<td>13</td>
</tr>
<tr>
<td>Alcohol consumption</td>
<td>5</td>
<td>33.33</td>
<td>16</td>
</tr>
<tr>
<td>Dodging night preps</td>
<td>5</td>
<td>33.33</td>
<td>16</td>
</tr>
<tr>
<td>Striking against school authority</td>
<td>5</td>
<td>33.33</td>
<td>16</td>
</tr>
<tr>
<td>Bullying of fellow students</td>
<td>5</td>
<td>33.33</td>
<td>16</td>
</tr>
<tr>
<td>Fancy hair cuts</td>
<td>5</td>
<td>33.33</td>
<td>16</td>
</tr>
<tr>
<td>Behavior</td>
<td>FR</td>
<td>Percent</td>
<td>Total</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----</td>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>Fighting among students</td>
<td>5</td>
<td>33.33</td>
<td>16</td>
</tr>
<tr>
<td>Noise making during preps</td>
<td>5</td>
<td>33.33</td>
<td>16</td>
</tr>
<tr>
<td>Refusal to perform assigned duties (e.g. cleaning)</td>
<td>4</td>
<td>26.67</td>
<td>23</td>
</tr>
<tr>
<td>Lack of interest in school activities</td>
<td>4</td>
<td>26.67</td>
<td>23</td>
</tr>
<tr>
<td>Truancy</td>
<td>4</td>
<td>26.67</td>
<td>23</td>
</tr>
<tr>
<td>Disobedience to prefects</td>
<td>4</td>
<td>26.67</td>
<td>23</td>
</tr>
<tr>
<td>Refusal to take punishments from teachers</td>
<td>4</td>
<td>26.67</td>
<td>23</td>
</tr>
<tr>
<td>Absenteeism</td>
<td>4</td>
<td>26.67</td>
<td>23</td>
</tr>
<tr>
<td>Defiance and talking back at teachers</td>
<td>4</td>
<td>26.67</td>
<td>23</td>
</tr>
<tr>
<td>Sexual relations with fellow students</td>
<td>3</td>
<td>20.0</td>
<td>30</td>
</tr>
<tr>
<td>Dodging at teachers</td>
<td>3</td>
<td>20.0</td>
<td>30</td>
</tr>
<tr>
<td>Nagging at teachers</td>
<td>2</td>
<td>13.33</td>
<td>32</td>
</tr>
<tr>
<td>Boycotting classes</td>
<td>2</td>
<td>13.33</td>
<td>32</td>
</tr>
<tr>
<td>Stealing from fellow students</td>
<td>2</td>
<td>13.33</td>
<td>32</td>
</tr>
<tr>
<td>Cheating in examinations</td>
<td>2</td>
<td>13.33</td>
<td>32</td>
</tr>
<tr>
<td>Forging teachers' signatures</td>
<td>2</td>
<td>13.33</td>
<td>32</td>
</tr>
<tr>
<td>Boycotting examinations</td>
<td>2</td>
<td>13.33</td>
<td>32</td>
</tr>
<tr>
<td>Telling lies</td>
<td>2</td>
<td>13.33</td>
<td>32</td>
</tr>
<tr>
<td>Using rude language to teachers</td>
<td>2</td>
<td>13.33</td>
<td>32</td>
</tr>
<tr>
<td>Chewing miraa</td>
<td>2</td>
<td>13.33</td>
<td>32</td>
</tr>
<tr>
<td>Threatening to beat teachers</td>
<td>2</td>
<td>13.33</td>
<td>32</td>
</tr>
<tr>
<td>Female students' getting pregnant</td>
<td>2</td>
<td>13.33</td>
<td>32</td>
</tr>
<tr>
<td>Forgetting to carry textbooks needed in class</td>
<td>1</td>
<td>6.67</td>
<td>43</td>
</tr>
<tr>
<td>Assaulting teachers</td>
<td>1</td>
<td>6.67</td>
<td>43</td>
</tr>
<tr>
<td>Teachers having sexual relations with students</td>
<td>1</td>
<td>6.67</td>
<td>43</td>
</tr>
<tr>
<td>Arson activities</td>
<td>1</td>
<td>6.67</td>
<td>43</td>
</tr>
</tbody>
</table>

FR= Frequency of respondents.

The percentages of these respondents in table 7 above add to more than hundred (100%) percent because the questions required multiple responses from the respondents.

The teachers identified forty six (46) students' indiscipline which they perceived as prevalent in the division. Lack of courtesy ranked number one with eighty (80.0%) percent responses while in the students responses it ranked fourth with twenty five point eighty three (25.83%) percent. Other students' indiscipline which were directly or indirectly related to lack of courtesy included refusal to put on school uniform while going out of school, teasing and bullying fellow students, refusing teachers punishments, fighting among students defiance and talking back at teachers, refusal to clean toilets and destroying school property. These were rated moderately high.
According to teachers perception, students' indiscipline cases directly related to teaching-learning processes included: reporting to classes late in total disregard to the bells. It was also ranked number one on the table with eighty (80\%) percent responses from the teachers while on the students table the same problem was also placed number one with thirty point eighty three (30.83\%) percent of the students' responses.

Inability to complete teachers' assignments, sneaking out of school, prolonged absenteeism, sheng speaking and use of vernacular, dozing in class while lessons were in progress and making noise during prep time in the evening were ranked moderately high.

From the two tables it can be visibly observed that the teachers' and the students' perception on the students' indiscipline was similar with small variations in the responses.

Other types of students' indiscipline cases directly related to teaching-learning which teachers perceived, with fairly low responses include: sneaking out of school, making noise during prep time, dodging night preps, playing with objects while lessons were in progress, boycotting classes, sleeping during preps time, truancy and lack of interest in school activities.

Types of students' indiscipline cases which were criminal in nature as perceived by teachers include: destruction of school property and drug taking (bhang). They ranked eleventh and fourteenth (11\textsuperscript{th} & 14\textsuperscript{th}) with forty six point sixty seven (46.67\%) percent and forty point zero (40.0\%) percent responses respectively. While students identified drug taking (bhang) with only eleven point sixty seven (11.67\%) percent responses.

Among the students' indiscipline cases that received very low responses from the teachers were: Arson activities, assaulting of teachers and teachers' sexual relations with female students. But according to the students these were almost non-existent so the responses of the teachers and students differed.
4.3.2 HEADTEACHERS' RESPONSES.

Headteachers were required to respond to question 1 in section II of the headteachers interview schedule. The results are indicated in table 8 below.

Table 8.
Students' indiscipline cases prevalent in Central Division Secondary Schools as perceived by Headteachers.

<table>
<thead>
<tr>
<th>N=4</th>
<th>FR</th>
<th>% of Resp.</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students' indiscipline</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reporting to class late</td>
<td>3</td>
<td>75.0</td>
<td>1</td>
</tr>
<tr>
<td>Lack of courtesy</td>
<td>3</td>
<td>75.0</td>
<td>1</td>
</tr>
<tr>
<td>Sneaking out of school</td>
<td>3</td>
<td>75.0</td>
<td>1</td>
</tr>
<tr>
<td>Writing graffiti on the walls of classrooms &amp; toilets</td>
<td>2</td>
<td>50.0</td>
<td>4</td>
</tr>
<tr>
<td>Sheng speaking and use of vernacular</td>
<td>2</td>
<td>50.0</td>
<td>4</td>
</tr>
<tr>
<td>Dodging morning assembly</td>
<td>2</td>
<td>50.0</td>
<td>4</td>
</tr>
<tr>
<td>Obtaining extra food through cheating</td>
<td>2</td>
<td>50.0</td>
<td>4</td>
</tr>
<tr>
<td>Students sleeping in class during night preps</td>
<td>2</td>
<td>50.0</td>
<td>4</td>
</tr>
<tr>
<td>Theft of school property by students</td>
<td>2</td>
<td>50.0</td>
<td>4</td>
</tr>
<tr>
<td>Student-teacher sexual relationship</td>
<td>2</td>
<td>50.0</td>
<td>4</td>
</tr>
<tr>
<td>Students not doing and completing teachers assignments</td>
<td>2</td>
<td>50.0</td>
<td>4</td>
</tr>
<tr>
<td>Female students getting pregnant</td>
<td>2</td>
<td>50.0</td>
<td>4</td>
</tr>
<tr>
<td>Noise making during night preps</td>
<td>2</td>
<td>50.0</td>
<td>4</td>
</tr>
<tr>
<td>Boycotting classes</td>
<td>2</td>
<td>50.0</td>
<td>4</td>
</tr>
<tr>
<td>Students playing with objects while lessons are in progress</td>
<td>1</td>
<td>25.0</td>
<td>15</td>
</tr>
<tr>
<td>Dodging night preps</td>
<td>1</td>
<td>25.0</td>
<td>15</td>
</tr>
<tr>
<td>Consumption of alcohol</td>
<td>1</td>
<td>25.0</td>
<td>15</td>
</tr>
<tr>
<td>Cheating</td>
<td>1</td>
<td>25.0</td>
<td>15</td>
</tr>
<tr>
<td>Truancy</td>
<td>1</td>
<td>25.0</td>
<td>15</td>
</tr>
<tr>
<td>Drug abuse, bhang and cigarette smoking</td>
<td>1</td>
<td>25.0</td>
<td>15</td>
</tr>
<tr>
<td>Refusal to put on uniform while out of school</td>
<td>1</td>
<td>25.0</td>
<td>15</td>
</tr>
<tr>
<td>Teasing of fellow students</td>
<td>1</td>
<td>25.0</td>
<td>15</td>
</tr>
<tr>
<td>Striking against the school administration</td>
<td>1</td>
<td>25.0</td>
<td>15</td>
</tr>
<tr>
<td>Disobedience to prefects</td>
<td>1</td>
<td>25.0</td>
<td>15</td>
</tr>
<tr>
<td>Bullying of students</td>
<td>1</td>
<td>25.0</td>
<td>15</td>
</tr>
<tr>
<td>Being shabby</td>
<td>1</td>
<td>25.0</td>
<td>15</td>
</tr>
<tr>
<td>Refusal to clean classrooms/ dormitories</td>
<td>1</td>
<td>25.0</td>
<td>15</td>
</tr>
<tr>
<td>Beating of fellow students</td>
<td>1</td>
<td>25.0</td>
<td>15</td>
</tr>
<tr>
<td>Refusing teachers punishments</td>
<td>1</td>
<td>25.0</td>
<td>15</td>
</tr>
<tr>
<td>Nagging at teachers</td>
<td>1</td>
<td>25.0</td>
<td>15</td>
</tr>
<tr>
<td>Forgetting textbooks needed in class</td>
<td>1</td>
<td>25.0</td>
<td>15</td>
</tr>
<tr>
<td>Insulting teachers</td>
<td>1</td>
<td>25.0</td>
<td>15</td>
</tr>
<tr>
<td>Destroying school property</td>
<td>1</td>
<td>25.0</td>
<td>15</td>
</tr>
<tr>
<td>Cheating in examinations</td>
<td>1</td>
<td>25.0</td>
<td>15</td>
</tr>
<tr>
<td>Burning of dormitories</td>
<td>1</td>
<td>25.0</td>
<td>15</td>
</tr>
<tr>
<td>Defiance and talking back at teachers</td>
<td>1</td>
<td>25.0</td>
<td>15</td>
</tr>
<tr>
<td>Refusal to clean toilets</td>
<td>1</td>
<td>25.0</td>
<td>15</td>
</tr>
<tr>
<td>Miraa chewing</td>
<td>1</td>
<td>25.0</td>
<td>15</td>
</tr>
<tr>
<td>Stealing from fellow students</td>
<td>1</td>
<td>25.0</td>
<td>15</td>
</tr>
<tr>
<td>Beating of teachers</td>
<td>1</td>
<td>25.0</td>
<td>15</td>
</tr>
</tbody>
</table>

FR= Frequency of Respondents.

The percentages in table 8 add to more than hundred percent because the respondents gave multiple responses as required by the questions.

The headteachers identified forty students' indiscipline cases. The top cases include: Reporting to class late, lack of courtesy among students and sneaking out of school. All the three were ranked number one with seventy five point zero (75.0%) percent responses from the headteacher. These were followed by sheng and vernacular speaking, obtaining extra food through cheating, sleeping in class during preps, theft of school property, inability to do and complete assignments given by teachers and making noise during preps. All these were ranked fourth with fifty point zero (50.0%) percent responses from the headteachers. Students' indiscipline cases which received fairly low responses as identified by headteachers include: boycotting classes, bullying of fellow students, shabbiness, refusal to do cleaning duties, beating of fellow students, female students getting pregnant and student teacher sexual relations.

Beating of teachers, theft among students and chewing of miraa also recorded fairly low responses of twenty five point zero (25.0%) percent.

The data shows that:

- There exists many types of students' indiscipline in the study sample secondary schools in Central Division of Machakos District.
- The three groups of respondents concurred that lack of courtesy amongst students was one of the leading students' indiscipline cases.

Perhaps teachers needed to be reminded of their most crucial role in motivating students, by what they said and did in class, as these affected the students' mental
attitudes. Teachers' teaching and supervisory tasks ought to be carried out with a high degree of commitment.

Dozing in class could be due to lack of interest or the effect of taking hard substances like bhang and alcohol.

Theft of school property was recognised as prevalent by the three groups of respondents with Seventeen point five (17.5%) percent responses from students sixty point zero (60.0%) percent responses from teachers and fifty point zero (50.0%) percent responses from headteachers.

Theft was a sign of deprivation. Perhaps for the drug abusers and alcohol consumers who needed money to enable them to purchase. Sheng and vernacular speaking is also a serious problem amongst secondary schools in Machakos District.

4.4 Documentary analysis of students' indiscipline cases in Central Division Secondary Schools in Machakos District.

The researcher confirmed the existence of students' indiscipline cases cited above with the information obtained through the analysis of documents. The type and nature of students' indiscipline cases and disciplinary measures taken in the study sample schools were confirmed from the schools' records such as punishment books, class attendance registers which were made available. The information contained in records concerning students' indiscipline and measures taken against them are summarised on table 9.

Table 9: Documentary evidence of students' indiscipline cases which were punished between 1998-2004 in the study sample Secondary Schools.

<table>
<thead>
<tr>
<th>Students' indiscipline cases</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>Total No. Of cases</th>
<th>Percentage</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sneaking out of school</td>
<td>62</td>
<td>49</td>
<td>21</td>
<td>33</td>
<td>45</td>
<td>26</td>
<td>22</td>
<td>258</td>
<td>15.46</td>
<td>1</td>
</tr>
<tr>
<td>Defiance (lack of courtesy)</td>
<td>52</td>
<td>28</td>
<td>25</td>
<td>30</td>
<td>56</td>
<td>19</td>
<td>24</td>
<td>234</td>
<td>14.02</td>
<td>2</td>
</tr>
<tr>
<td>Obtaining extra food through cheating</td>
<td>15</td>
<td>15</td>
<td>19</td>
<td>10</td>
<td>10</td>
<td>18</td>
<td>16</td>
<td>103</td>
<td>6.17</td>
<td>3</td>
</tr>
<tr>
<td>Sheng and use of vernacular</td>
<td>14</td>
<td>11</td>
<td>16</td>
<td>8</td>
<td>13</td>
<td>27</td>
<td>14</td>
<td>103</td>
<td>6.17</td>
<td>3</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>-------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Absenteeism</td>
<td>13</td>
<td>16</td>
<td>12</td>
<td>14</td>
<td>17</td>
<td>8</td>
<td>9</td>
<td>89</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fancy hair cuts</td>
<td>12</td>
<td>4</td>
<td>12</td>
<td>13</td>
<td>22</td>
<td>18</td>
<td>7</td>
<td>88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bullying fellow students</td>
<td>17</td>
<td>13</td>
<td>4</td>
<td>12</td>
<td>16</td>
<td>18</td>
<td>7</td>
<td>87</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheating in examination</td>
<td>10</td>
<td>9</td>
<td>12</td>
<td>16</td>
<td>13</td>
<td>18</td>
<td>8</td>
<td>86</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Truancy</td>
<td>15</td>
<td>13</td>
<td>14</td>
<td>5</td>
<td>8</td>
<td>4</td>
<td>75</td>
<td>4.49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consumption of alcohol</td>
<td>10</td>
<td>9</td>
<td>10</td>
<td>9</td>
<td>14</td>
<td>12</td>
<td>73</td>
<td>4.37</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fancy dressing</td>
<td>13</td>
<td>12</td>
<td>6</td>
<td>7</td>
<td>10</td>
<td>6</td>
<td>8</td>
<td>72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Destruction of school property</td>
<td>10</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>12</td>
<td>4</td>
<td>59</td>
<td>3.54</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teasing of fellow students</td>
<td>9</td>
<td>5</td>
<td>7</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theft of fellow students property</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>46</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-completion of assignments</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>8</td>
<td>9</td>
<td>6</td>
<td>6</td>
<td>45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drug taking (bhang &amp; cigarette smoking)</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>7</td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incitement of students to strike</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>7</td>
<td>5</td>
<td>7</td>
<td>61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refusing teachers punishments</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Striking Against school administration</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female &amp; male student relations</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fighting among students</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dishonest (misuse of fees)</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attempted arson</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>10</td>
<td>0.60</td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pregnant students</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female student, male teacher relations</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0.06</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of offences per year</td>
<td>299</td>
<td>238</td>
<td>208</td>
<td>213</td>
<td>277</td>
<td>253</td>
<td>181</td>
<td>1669</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of cases punished per year</td>
<td>17.91%</td>
<td>14.26%</td>
<td>12.46%</td>
<td>12.76%</td>
<td>16.59%</td>
<td>15.16%</td>
<td>10.84%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
Formula for calculating the percentages was based on:

\[
\frac{\text{Total number of offences per year}}{\text{Total number of offences between 1998 to 2004}} \times 100
\]

From table 9, it can be observed that a total of one thousand, six hundred and sixty nine (1669) cases of students' indiscipline were dealt with and recorded in the punishment books of the study sample schools.

This figure represents one hundred (100%) percent of all the punished students' indiscipline cases recorded between nineteen ninety eight and two thousand and four (1998 & 2004). The information revealed by the documentary analysis confirmed the existence of students' indiscipline cases in the study sample secondary schools within Central Division in Machakos District as perceived by the three groups of respondents (students, teachers and headteachers).

The indiscipline cases included: lack of courtesy, sneaking out of school, making noise in class, sheng and vernacular speaking, absenteeism, destruction of school property among others.

4.5 Factors contributing to students' indiscipline in the study sample secondary school in Central Division of Machakos District.

There exists factors that strongly enticed students to misbehave. In order to investigate and determine the factors which directly or indirectly influenced the students' discipline, students were required to respond to question three (3) of section III in the students' questionnaire.
Table 10. Factors influencing students’ indiscipline as perceived by the students.

<table>
<thead>
<tr>
<th>Factors of influence</th>
<th>20</th>
<th>24</th>
<th>32</th>
<th>18</th>
<th>28</th>
<th>8</th>
<th>6</th>
<th>4</th>
<th>120</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friends outside schools</td>
<td>%</td>
<td>20.0%</td>
<td>26.67%</td>
<td>15.0%</td>
<td>23.33%</td>
<td>6.67%</td>
<td>5.0%</td>
<td>3.33%</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the above table, twenty six point six (26.6%) percent of the students were enticed by friends at school to commit offences. It was also perceived that twenty point zero (20.0%) percent of the students were influenced by friends outside school. Therefore forty six point sixty seven (46.67%) percent of the students committed offences due to peer influences.

4.5.1 Students' feelings on causes of students' indiscipline and unrest.

The students in the study sample were required to respond to question 1 of section IV in the students' questionnaire. Their responses appear in table 11 below.

Table 11. students' feelings on the most likely causes of students' indiscipline in Central Division Secondary Schools.

<table>
<thead>
<tr>
<th>Causes of students' indiscipline</th>
<th>FR</th>
<th>% of resp</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insensitive headteachers to students plights</td>
<td>50</td>
<td>41.67</td>
<td>1</td>
</tr>
<tr>
<td>Shortage of water</td>
<td>50</td>
<td>41.67</td>
<td>1</td>
</tr>
<tr>
<td>Poor quality and inadequate food</td>
<td>50</td>
<td>41.67</td>
<td>1</td>
</tr>
<tr>
<td>Poor working relations between headteachers, teachers and students</td>
<td>47</td>
<td>39.17</td>
<td>4</td>
</tr>
<tr>
<td>Unclear and ineffective channels of communication between the headteachers, teachers and students</td>
<td>46</td>
<td>38.33</td>
<td>5</td>
</tr>
<tr>
<td>Influence by peers</td>
<td>46</td>
<td>38.33</td>
<td>5</td>
</tr>
<tr>
<td>Excessive and unjustifiable punishments</td>
<td>40</td>
<td>33.33</td>
<td>7</td>
</tr>
</tbody>
</table>
Laxity among teachers due to lack of professional commitment | 38 | 31.67 | 8

Harsh school rules and regulations | 34 | 28.33 | 9

Drug abuse-bhang and cigarette smoking | 30 | 25.0 | 10

Alcohol consumption | 30 | 25.0 | 10

Lack of dialogue between headteachers, teachers and students | 29 | 24.17 | 12

Poor role model by parents | 29 | 24.17 | 12

School mismanagement by headteachers | 29 | 24.17 | 12

Harsh, unofficial rules introduced and enforced on the students by prefects | 29 | 24.17 | 12

Unclear procedures in the administration of students discipline | 29 | 24.17 | 12

Exposure of students to all forms of violence in the electronic media | 27 | 22.5 | 16

Shortage of professional and qualified guidance and counselling staff | 27 | 22.5 | 16

Students directing punitive behaviours learnt from parents and teachers to their fellow students | 27 | 22.5 | 16

Societal influence on students with the belief that striking would make the headteachers listen to them | 18 | 15.0 | 19

FR = Frequency of respondents.

The percentages of the responses in table 11 add to more than hundred (100%) percent because, the questions required multiple responses from the respondents.

Table 11 shows nineteen causes of students' indiscipline behaviours. At the top they included insensitive headteachers to students, shortage of water, inadequate and poor quality food with forty one point sixty seven (41.67%) percent of the responses from the students.

Poor working relations between headteachers, teachers and students, unclear and ineffective communication between the headteachers, teachers and students, peer influence with thirty nine point seventeen and thirty eight point thirty three (39.17% & 38.33%) percent responses respectively followed them closely. They were ranked fourth and fifth (4th & 5th).
The perceived causes of students' indiscipline with twenty eight point thirty three to thirty three point thirty three (28.33% - 33.33%) percent responses from the students included: excessive and unjustifiable punishments, laxity amongst teachers due to lack of professional commitment and harsh rules and regulations. They were ranked seventh, eight and ninth (7th, 8th & 9th) positions respectively. Drug abuse such as cigarette smoking and bhang, and alcohol consumption with twenty five point zero (25.0%) percent responses were placed tenth position, while societal influence with fifteen point zero (15.0%) percent responses was placed nineteenth (19th).

The top perceived causes of students' indiscipline, that is inability to recognise students needs by insensitive headteachers, poor working relation between teachers, students and headteachers and unclear and in effective channels of communication revealed a relationship amongst these causes of students' indiscipline and gave a possible explanation to the lack of courtesy and its related behaviour amongst the students such as refusal to wear uniform when going out of school, defiance and talking back to teachers, bullying and refusal to do cleaning duties. If the headteachers are insensitive, uninterested and indifferent and have not established clear and effective channels of communication, at the same time working relations with students are poor, it meant that students' needs were not satisfied.

Communication controls behaviour, clears ambiguity and puts bare what is to be done, thus fostering motivation. If students are not communicated to properly as to make them understand and participate fully in the schools' programme they were likely to be frustrated. A frustrated person becomes disruptive and lacks courtesy. Some of the students' indiscipline behaviours could thus result from frustrations.

When human beings are deprived of water and food, the hunger and thirst compels the individual to seek for them by all means to satisfy these needs. Psychological mechanism in human body related to these needs are extremely powerful; and this could be seen as a possible explanation to strikes and boycotts recorded between nineteen ninety eight and.
two thousand and four (1998 & 2004), and it also explains why there were many cases of obtaining extra food through cheating as indicated in table 6.

Other misbehaviours such as sneaking out of school, dozing in class, theft of school and students properties and the general lack of motivation and interest for academic work could as well be linked to food and water scarcity.

Learning in human beings is quite complex and needs high levels of motivation. Students get demotivated when they see laxity and lack of commitment among teachers towards their work. When students are not guided, instructed and encouraged, there is no effective teaching-learning going on. This general despondency was symptomised by the students' indiscipline related to teaching-learning processes, rated relatively high as prevalent and serious problems amongst students in the sampled Secondary Schools.

4.5.2 Possible caused of students indiscipline and unrest as perceived by Teachers.

Teachers were required to respond to question 1 of section IV in the teachers' questionnaire. Their responses are summarized in table 12 below.

Table 12: Teachers' feelings on the most likely causes of students' indiscipline and unrest.

<table>
<thead>
<tr>
<th>Causes of indiscipline and unrest</th>
<th>FR</th>
<th>PERCENT</th>
<th>RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor Parenting</td>
<td>15</td>
<td>100%</td>
<td>1</td>
</tr>
<tr>
<td>Peer-group influence</td>
<td>14</td>
<td>93.33</td>
<td>2</td>
</tr>
<tr>
<td>Societal; influence</td>
<td>13</td>
<td>86.67</td>
<td>3</td>
</tr>
<tr>
<td>Inadequate and poor quality food</td>
<td>13</td>
<td>86.67</td>
<td>3</td>
</tr>
<tr>
<td>Shortage of water</td>
<td>13</td>
<td>86.67</td>
<td>3</td>
</tr>
<tr>
<td>Excessive and unjustified punishments by teachers and headteachers</td>
<td>11</td>
<td>73.33</td>
<td>6</td>
</tr>
<tr>
<td>Poor working relations between teachers, headteachers and students</td>
<td>10</td>
<td>66.67</td>
<td>7</td>
</tr>
<tr>
<td>Laxity amongst teachers due to lack of professional commitment</td>
<td>9</td>
<td>60.0</td>
<td>8</td>
</tr>
</tbody>
</table>
Inability to correctly apply administrative skills by headteachers  |  8  | 53.33  |  9  
Drug abuse - bhang smoking  |  7  | 46.67  |  10  
Prefects  |  6  | 40.0  |  11  
Mismanagement of finances by Headteachers  |  6  | 40.0  |  11  
Interference by children human rights advocates  |  5  | 33.33  |  13  
Societal Unrest  |  4  | 26.67  |  14  
Poverty  |  3  | 20.0  |  15  
Devil Worship  |  3  | 20.0  |  15  

<table>
<thead>
<tr>
<th><strong>FR</strong></th>
<th><strong>Frequency of Respondents</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Inability to correctly apply administrative skills by headteachers</td>
<td>8</td>
</tr>
<tr>
<td>Drug abuse - bhang smoking</td>
<td>7</td>
</tr>
<tr>
<td>Prefects</td>
<td>6</td>
</tr>
<tr>
<td>Mismanagement of finances by Headteachers</td>
<td>6</td>
</tr>
<tr>
<td>Interference by children human rights advocates</td>
<td>5</td>
</tr>
<tr>
<td>Societal Unrest</td>
<td>4</td>
</tr>
<tr>
<td>Poverty</td>
<td>3</td>
</tr>
<tr>
<td>Devil Worship</td>
<td>3</td>
</tr>
</tbody>
</table>

The percentages add to more than one hundred (100%) because the respondents were required to make multiple responses to the questions.

In table 12 above there are fifteen factors perceived by teachers as the main causes of student's indiscipline and unrest in central Division secondary schools in the study sample. Poor parenting was top most with one hundred (100%) percent responses from the respondents.

Peer pressure influence was second with ninety three point thirty three (93.33%) percent responses, societal influence, inadequate and poor quality food and acute shortage of water had eighty six point sixty seven (86.67%) percent responses each; they ranked third. Excessive and unjustifiable punishments followed with seventy three point thirty three (73.33%) percent; and took sixth position. Poor working relations between headteachers, teachers and students, laxity amongst teachers due to lack of professional commitment and inability of the headteachers to correctly apply administrative skills and drug abuse (bhang smoking) were next down the table with sixty six point seven, sixty point zero and fifty three point thirty three (66.7%, 60.0% & 53.33%) percent responses respectively. Societal unrest, poverty and devil worship came last with twenty six point sixty seven and twenty point zero (26.67% & 20.0%) percent responses respectively.
4.5.3 Possible causes of students' Indiscipline and unrest as perceived by Headteachers.

Headteacher were required to respond to question 4(a) of Section II in the interview schedule for headteachers. Their responses are presented in table 13.

Table 13: Headteachers' perception on the probable causes of students' indiscipline and unrest.

<table>
<thead>
<tr>
<th>Causes of students indiscipline</th>
<th>FR</th>
<th>(%) of the resp</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor parenting</td>
<td>4</td>
<td>100.0</td>
<td>1</td>
</tr>
<tr>
<td>Peer-group influence</td>
<td>4</td>
<td>100.0</td>
<td>1</td>
</tr>
<tr>
<td>Societal influence</td>
<td>4</td>
<td>100.0</td>
<td>1</td>
</tr>
<tr>
<td>Lack of support from teachers</td>
<td>3</td>
<td>75.0</td>
<td>4</td>
</tr>
<tr>
<td>Shortage of Professional Qualified Guidance and counselling staff</td>
<td>2</td>
<td>50.0</td>
<td>5</td>
</tr>
<tr>
<td>Poor economy</td>
<td>2</td>
<td>50.0</td>
<td>5</td>
</tr>
<tr>
<td>Secondary School Curriculum which doesn't cater for both academic and non-academic needs of students</td>
<td>2</td>
<td>50.0</td>
<td>5</td>
</tr>
<tr>
<td>Drug abuse-Bhang Smoking</td>
<td>1</td>
<td>25.0</td>
<td>8</td>
</tr>
<tr>
<td>Devil Worship</td>
<td>1</td>
<td>25.0</td>
<td>8</td>
</tr>
<tr>
<td>Societal Unrest</td>
<td>1</td>
<td>25.0</td>
<td>8</td>
</tr>
</tbody>
</table>

FR = Frequency of respondents.

Table 13 shows nine causes of students' indiscipline as perceived by headteachers of the sample secondary schools in central division of Machakos District.

One hundred (100%) percent of the respondents perceived poor parenting; Peer pressure; and Societal influence as the main causes of students' indiscipline. These were ranked number one. They were followed closely by: lack of support from teachers with seventy five point zero (75.0%) percent responses, shortage of professional guidance and counselling staff, Poor economy; and curriculum which does not cater adequately for both academic and non-academic needs of students, each with fifty point zero (50.0%) percent responses. They were ranked fifth (5th). Devil worship, drug abuse (bhang smoking) and societal unrest were the least with twenty five point zero (25.0%) percent responses.
The three groups of respondents that is, students, teachers and headteachers in the study samples concurred in their views that there existed certain issues which caused students' indiscipline. However, their views were divergent in certain areas. For example, the students identified nineteen (19) likely causes of students' indiscipline while the teachers identified fifteen and the headteachers only nine.

According to headteachers and teachers poor parenting was one (1) of the most likely causes of students' indiscipline. It has hundred (100%) percent responses from both teachers and headteachers. But the students did not respond to it; and this means that the student did not see it as a cause of their indiscipline and unrest.

4.6 Most likely cause of students' Indiscipline and unrest in Central Division Secondary Schools.

In the Literature review of this study. Some of the most likely causes of students' indiscipline and unrest such as poor parenting, drug abuse, peer influence, poor working relations, Societal influence, school mismanagement were mentioned. The researcher sought to investigate and establish the reasons why these factors were the most likely causes of students' indiscipline and unrest in the study sample schools.

In order to establish and ascertain the reasons the respondents were asked to respond to specific questions.

The teachers were asked to respond to question 2(b) of section IV in the teachers questionnaire. Their responses were presented in table 14 below.

Factors identified by teachers as causes of students indiscipline.

<table>
<thead>
<tr>
<th>Factors identified by teachers as causes of students' indiscipline</th>
<th>FR</th>
<th>%</th>
<th>RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer influence</td>
<td>15</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>Parental influence</td>
<td>14</td>
<td>83.33</td>
<td>2</td>
</tr>
<tr>
<td>Poor working relations</td>
<td>12</td>
<td>80.0</td>
<td>3</td>
</tr>
<tr>
<td>Shortage of teachers</td>
<td>11</td>
<td>73.33</td>
<td>4</td>
</tr>
</tbody>
</table>
In the above table the percentages add to more than one hundred because the respondents were required to respond to more than one factor.

According to the information in the above table hundred (100%) percent of the teachers selected peer influence as the main factor behind students’ indiscipline in schools. Eighty three point thirty three (83.33%) percent of the teachers selected parental influences, poor working relations among teachers headteachers and students received eighty point zero (80.0%) percent responses and shortage of teachers got seventy three point thirty three (73.33%) percent responses.

Sixty point zero (60.0%) percent of the teachers selected headteachers as a factor contributing to students' indiscipline in secondary schools. Fifty three point thirty three (53.33%) percent of the teachers indicated that delayed crucial decision on students' disciplinary matters contributed to students' indiscipline. Another fifty three point thirty three (53.33%) percent indicated that lack of professional guidance and counselling staff and the resources used in counselling was one of the factors contributing to students indiscipline. A minority of forty six point sixty seven (46.67%) percent of the teachers indicated that hostile communities living around schools contributed to students' indiscipline in the schools.

The teachers further gave the following reasons for the causes they selected.

- All students were in the adolescent stage and were easily influenced by their friends to misbehave due to their emotional instability. Thus some were influenced by their friends to steal school property; take drugs like bhang, sneak out of school.
- Some parents with poor attitudes towards teachers, headteachers and the schools, expressed their dissatisfaction with teachers and their headteachers with their
children. This developed negative attitudes in the students resulting to lack of respect for teachers at school. Some parents incited their children to strike against the school administration due to mismanagement of school funds.

- Poor working relations between teachers and students was seen to be contributing to students indiscipline and unrest by the respondents in the following ways. Some teachers who disagreed with their headteachers incited students to strike against the headteacher.

- On shortage of teachers the respondents said it led to unattended lessons; and inadequate coverage of syllabuses and poor performance in examinations. This caused tension, worries and disruptive behaviour because of the dissatisfaction amongst students.

- Headteachers were perceived as inciters of students indiscipline in the following ways; many headteachers did not take time to listen to students grievances. This caused mistrust and dissatisfaction and as such students rebelled against their headteachers.

- On the delayed decisions from the ministry of Education, respondents cited cases where students were to be expelled due to gross-misconduct, the Ministry Officials however delayed approval of the decisions in the meanwhile other students regarded their colleagues as heroes and imitated them. This caused tension and more disruptive behaviour in the school. The headteachers' responses for question 4(b) of section II in the headteachers' interview schedule are summarised in table 15.

Table 15. Headteachers' choice of the students' indiscipline causing factors.

<table>
<thead>
<tr>
<th>N=4</th>
<th>FR.</th>
<th>% of Resp</th>
<th>RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factors causing students' indiscipline</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor parenting</td>
<td>4</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>Peer group influence</td>
<td>4</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>Shortage of Professional qualified guidance &amp; counselling staff</td>
<td>4</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>Poor Economy</td>
<td>4</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>Societal influence</td>
<td>3</td>
<td>75</td>
<td>5</td>
</tr>
<tr>
<td>Secondary School Curriculum which does not cater for both academic and non academic needs of students</td>
<td>2</td>
<td>50</td>
<td>6</td>
</tr>
<tr>
<td>Devil worship</td>
<td>1</td>
<td>25</td>
<td>7</td>
</tr>
</tbody>
</table>

FR= Frequency.
The total percentage was more than hundred percent in table 15 above because the questions required multi-responses from the respondents.

The reasons making each factor effective contributor for students indiscipline in the study sample schools were summarised as follows:-

- Many parents were very busy looking for something to sustain their families. Others were just negligent and poor role models. Single parents bring up their children in such harsh family environments and as a result children develop bad behaviours, such as defiance, lack of courtesy, nagging at teachers and refusal to do assignment duties.

- Peer group influence was also top in the table having been selected by all headteachers. It is a powerful force for students are at their adolescent stage, and they therefore valued what their friends thought and did. In an attempt to get independent, valued and recognised they easily influence each other into bad behaviour such as obtaining extra food through cheating, shabbiness, bhang smoking, rudeness, lack of courtesy and sneaking out of school.

- Societal influence was another powerful force impacting negatively on the moral development of children. Through the print and electronic media, children were exposed to all forms of violence. They learnt fighting, stealing, sex abuse, abusive language and strikes. When faced with difficulties, they thus boycott classes, strike against school administration in the hope that they would be noticed, valued and recognised from the things they do.

- Students needed carefully planned guidance and counselling programmes which enhance individual's intellectual, emotional, Social and moral development while still at school. This would help the individual student to become a well-balanced person, able to cope with the social environment after school. To design and successfully run such programmes, schools needed well qualified counsellors. Such staff are lacking in the study sample schools in Central Division of Machakos District. Through such programmes students would be helped to:
  - Choose good and reliable friends.
  - Avoid problems of drug abuse and alcohol
• Learn how to communicate and dialogue with parents and teachers.

The Kenyan economy performed poorly and therefore majority of the parents and guardians are not able to pay all the fees at once. This means that the schools cannot pay for goods, equipment and services needed to ensure the schools run efficiently and effectively thus meeting most of the students' demands. This resulted to dissatisfaction leading to disruptive behaviour by students. Hence poor economy is a contributor to students indiscipline and unrest in school.

4.7 Methods used in the management of students' indiscipline.

This study also sought the views of the headteacher and teachers to determine, the popular methods used in dealing with students' indiscipline case in the study sample schools. In order to achieve this objective, the teachers were required to respond to question 4 of section IV in the teachers' questionnaire. Their views are summarised in table 16 below.

Table 16. Popular methods used in the management of students' indiscipline as perceived by teachers in the study sample schools.

<table>
<thead>
<tr>
<th>Methods used in the management of indiscipline in schools.</th>
<th>FR</th>
<th>% of Resp</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Light manual work</td>
<td>14</td>
<td>93.33</td>
<td>1</td>
</tr>
<tr>
<td>Heavy Manual work</td>
<td>13</td>
<td>86.67</td>
<td>2</td>
</tr>
<tr>
<td>Caning (Corporal punishment)</td>
<td>12</td>
<td>80.00</td>
<td>3</td>
</tr>
<tr>
<td>Guidance and counselling</td>
<td>11</td>
<td>73.33</td>
<td>4</td>
</tr>
<tr>
<td>Summoning</td>
<td>10</td>
<td>66.67</td>
<td>5</td>
</tr>
<tr>
<td>Suspension</td>
<td>9</td>
<td>60.00</td>
<td>6</td>
</tr>
<tr>
<td>Expulsion</td>
<td>8</td>
<td>53.33</td>
<td>7</td>
</tr>
<tr>
<td>Reprimands</td>
<td>7</td>
<td>46.67</td>
<td>8</td>
</tr>
<tr>
<td>Withdrawal of privileges</td>
<td>6</td>
<td>40.00</td>
<td>9</td>
</tr>
<tr>
<td>Warning in writing</td>
<td>5</td>
<td>33.33</td>
<td>10</td>
</tr>
</tbody>
</table>

FR= Frequency of the responses

The total percentage adds to more than one hundred (100%) percent because the questions required multi-responses.
It is evident from table 16 above that corrective punitive disciplinary measures perceived by the teachers in the study sample were more popular than any other methods; that is light manual work. It received ninety three point thirty three (93.33%) percent responses and was ranked number one. Heavy manual work was the second popular method with eighty six point sixty seven (86.67%) percent responses. Third was Corporal punishment with eighty point zero (80.0%) percent responses.

Non-physical corrective and preventive methods used in the management of students' discipline included guidance and counselling with seventy three point thirty three (73.33%) percent responses. Summoning parents as a method of dealing with students' indiscipline was ranked fifth (5th) with sixty six point sixty seven (66.67%) percent responses. Suspension and expulsion were ranked sixth (6th) and seventh (7th) with sixty point zero (60.0%) percent and fifty three point thirty three (53.33%) percent responses respectively. Withdrawal of privileges and warning in writing were the least with only forty (40%) percent and thirty three point thirty three (33.33%) percent responses respectively.

The teachers' views were in agreement with those of students in regard to manual work and corporal punishment as popular methods used in disciplining students.

4.8 Justification of the Disciplinary measures used in the management of students' Discipline in the study sample schools.

In order to ascertain whether the punishments meted out to students are justified, the students were required to respond to question 1 (iii) and (iv) of section V in the students' questionnaire. The responses were summarised in table 17 below.

Table 17: Students' feelings on whether the punishments meted out by their schools' management were justified or not.

<table>
<thead>
<tr>
<th></th>
<th>responses</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=120</td>
<td>Yes 52</td>
<td>No 68</td>
</tr>
<tr>
<td>students</td>
<td>120</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>100%</td>
<td>43.33</td>
<td>56.67</td>
<td>100%</td>
</tr>
</tbody>
</table>
From the above table, fifty six point sixty seven (56.67 %) percent of the students perceived that the punishments they received were not justified, while forty three point thirty three (43.33%) percent indicated that the punishments were justified. In support of their answers.

Those who said the punishments were unjustified gave the following reasons:-

- Headteachers were not willing to listen to their explanations for the offences committed. They insisted on punishment rather than dialogue. The unjustified punishments on some of the offences include:-

  - Being canned for reporting to school late due to lack of schools fees. Here they say the parents could have been called to justify the delay.
  - Being canned for striking due to shortage of water, inadequate and poor quality food. Here deep investigations could have been carried out to ascertain the truth.
  - Being canned for failing to complete assignments while sick. This could be proved by reading the doctors' note.
  - Being canned for absenteeism while sick. This could be proved by checking the sick sheet.
  - Being canned for obtaining extra food through cheating. This could be justified by checking the proportions served.

They reasoned that:-

- Advice from teachers for minor offences was far much better for minor offences like noise making, reporting late for classes, than to be canned demoralising .
- Canning was shameful, frustrating, bred hatred and disruptive behaviour.
- Physical punishment, where pain is inflicted was not necessary. Guidance and counselling was needed more, in which case students' problems would be listened to and understood better.
- Advice is bound to improve behaviour more than being canned, digging pits, or uprooting trees.
The forty three point thirty three (43.33%) percent of students who indicated that punishments meted out to undisciplined students were justified, gave the following reasons:

- Rules and regulations needed to be observed strictly (for any meaningful teaching-learning process to take place) and if violated any form of punishment was justified.

All in all corporal punishment was not popular with the students, even for those who committed very serious offences it demoralised, bred hatred and encouraged disruptive behaviour among the students therefore it should not be used. Recently it was outlawed by the government through legal notice 56/2001.

Preventive disciplinary measures such as guidance and counselling were more popular with students and were far more productive, in establishing and maintaining good discipline among students.

4.9 What Headteachers, Teacher, Students, Parents and Prefects could do to enforce students' Discipline in their schools.

In order to investigate and establish what headteachers, teachers, students, parents and prefects could do to enforce students' discipline in their schools, the three groups were required to respond to questions as follows:

The students were required to respond to question two (2) of section five (V) in the students' questionnaire.

The teachers were required to answer question eleven (11) of section four (IV) in the teachers' questionnaire.

The Headteachers were supposed to respond to questions thirteen (13) of Section II in the headteachers interview schedule.

The opinions of the three groups were summarised as follows:

4.9.1 Students' views on what Headteachers, teachers, parents, Students and Prefects could do to enforce students' Discipline.

- Headteachers should have a thorough knowledge of their work; to enable them to provide answers for every situation that arises in their schools.
• Headteachers should listen to students and provide solutions to their needs and where needs cannot be met, honest and frank explanations should be provided.

• Headteachers should strive to maintain healthy relations with teachers, parents, subordinate staff and the BOG members.

• Headteachers should link up with the parents and the government to provide all equipment and materials needed for teaching learning processes.

• Headteachers should be role models of hard work, commitment to duty and of hard work commitment to duty and good behaviour.

• Headteachers should be warm, friendly and fair to all students and teachers.

• Headteachers should listen to suggestions from all stakeholders and adopt the ones they could use to improve their schools.

• Headteachers should have frequent meetings with teachers, parents and Board of Governors to discuss the progress of their schools and plan the way forward together.

What students should do to enforce discipline in their schools (students' view).

• Students should accept their roles as learners in their schools.

• Students should be humble and courteous to their teachers and parents.

• Students should focus their attention to the wise counsel provided by the school in order to realise their individual goals.

• Students should learn from their teachers the best way to present their grievances to the school administration.

• Students should not make unrealistic demands, which their schools could not meet.

• Students should use the laid down channels of communication to channel their needs to the school administration.

What teachers could do to enforce students discipline in their schools (students' views).

• Teachers should provide warm and friendly classroom environment to enable students learn without any form of interference.

• Teachers should good examples to their students in word and deed.
• Teachers should provide guidance and counselling to all their students.
• Teachers should communicate love and concern to all students by listening keenly to their plights and attending to them with all fairness.
• Teachers should competent in their subject areas, to be able to teach well, and satisfy their academic needs for the students.
• Teachers should strive to maintain good working relations with their headteachers, parents and students.
• Teachers should totally committed to their duties at their schools.
• Teachers should know and apply appropriately the effective disciplinary measures against errant students.

What parents could do to enforce students' discipline in their schools (students views).
• Parents should strive to provide the needs of their children at home and school.
• Parents should guide and counsel their children and train them to be humble and courteous.
• Parents should learn and understand their children, in order to help teachers and headteachers to encourage development of good character in them.
• Parents should good role models for their children to emulate.
• Parents should totally support teachers and headteachers in their effort to realise the goals and objectives of the schools.

What prefects could do to enforce students' discipline (students views).
• Prefects provide a link between the school administration and the students therefore they should use their responsibilities to ensure that students needs are satisfied as per the expectations of their school.
• Prefects should be fair to all the students.
• Prefects should be friendly and helpful to all students at all times.
• Prefects should be good role models to their fellow students in as far as discipline is concerned.
• Prefects should be firm when dealing with errant fellow students.
4.9.2 What parents could do to enforce students' discipline (headteachers views).

- Parents should take socialisation of their children at family level seriously and purposively aiming at developing in them positive virtues towards life.
- Parents should strive to communicate love and concern to their children.
- Parents should guide and counsel their children.
- Parents should support teachers and headteachers in the schools where their children are learning.
- Parents should avoid discussing teachers and headteachers with their children.

What headteachers could do to enforce students' discipline (headteachers' views).

- Headteachers should be familiar with all the policies regulating the provision of education. These policies should be communicated to all stakeholders such as teachers, students, parents, BOG members and Board of Governors employees. This would help the stakeholders to understand and appreciate how school systems operated.
- Headteachers should take time, learn and know their students, teachers and workers and try their available resources and authority bestowed on them to meet their needs.
- Headteachers should be warm, friendly and fair to students, teachers and the BOG staff.
- Headteachers should delegate responsibilities to teachers and student -leaders. Thereafter, supervise to ensure that to all tasks which enabled the school run efficiently and effectively were in operation.
- Headteachers should be effective communicators, frank and transparent to all in line of education.
- Headteachers should ensure that the school rules are few, relevant and clear to all students.

What prefects could do to enforce students' discipline (headteachers' views).

- Prefects are student leaders and should therefore show exemplary good behaviour to their fellow students.
• Prefects provide a link between school administration and the student body, they should therefore use the provided channels of communication, to ensure that all the students' needs were brought to the awareness of the teachers and headteachers. They should be able to inform their fellow students the expectations of the teachers and school administration.

• Prefects should be friendly and fair to all students.

• Prefects should regularly meet with their administration to discuss how students' discipline could be enforced and enhanced.

• Prefects should be sincere and honest in what they do and say.

What students could do to enforce discipline in their schools (headteachers' views).

• Students should accept that they are learners and need guidance from teachers and headteachers.

• Students should learn to be humble and respectful to their teachers, headteachers and parents.

• Students should not make unrealistic demands which the school cannot meet.

• Students should be involved in useful social activities both inside and outside the school.

• Students should be properly focused on their academic achievement, thus budgeting their time properly.

• Students should participate in school clubs and societies.

• Students should learn to observe school rules and regulations.

• Students should learn to control their will power, and avoid wrong friends.

What teachers could do to enforce students' discipline in their schools (headteachers' views).

• Teachers are influential people to their students and therefore they should be good role models both in words and deeds, so as to influence the students positively.

• Teachers should be competent and committed to their teaching and supervisory duties.
• Teachers should provide good classroom environment where students could realise their academic needs.
• Teachers should strive to maintain good working relations between headteachers, students and other stakeholders.
• Teachers should take time to learn the students, listen to them and meet their needs. Where needs cannot be met, clear explanations should be provided.
• Teachers should provide guidance in academic matters affecting students and their behaviours.
• Teachers should support the headteachers in maintenance of students discipline.

4.9.3 What Parents could do to enforce students' Discipline (Teachers' Views)
• Parents should take their parental responsibility of raising up their children seriously and objectively, seizing every available opportunity to shape good moral character in them.
• Parents should support headteachers individually and collectively through the parents teachers association, especially in the provision of physical facilities, and in talking to the students both at individual level and collectively; with a view to cultivating good working relations and understanding between them and the school administration.
• Parents should provide for their children's basic needs.
• Parents should be good examples in words and deeds to their children.

What students could do to enhance discipline in schools (Teachers' views).
• Students should be humble and obedient to the school authorities.
• Students should talk to their teachers and headteacher respectively, presenting their reasonable grievances clearly.
• Students should understand themselves and accept that they are learners and needed the support of their parents, teachers and headteachers to succeed in their academic pursuits.
• Students should carefully exercise their will power, and be able to say no whenever they were enticed by their peers to misbehave.
What Prefects could do to enforce students Discipline (Teachers' views).

- Prefects should endeavour to provide a link between the students and the teachers and headteachers. They should accept and play their roles well to foster good working relations between the students, teachers, subordinate staff and the headteachers.
- Prefects should do what they have been instructed by the school administration.
- Prefects should not introduce and enforce their own rules and regulations among their fellow students.

What teachers could do to enforce student's Discipline (teachers' views).

- Teachers should win the confidence of their students by creating a good classroom environment conducive for the teaching and learning processes to take place.
- Teachers should learn, understand their students, and help them to achieve their short term and long term goals.
- Teachers should perform their teaching and supervisory tasks efficiently.
- Teachers should be willing to provide guidance and counselling to students at all times.

What Headteachers should do to enforce students Discipline (teachers' Views).

- Headtechers should know that their first priority in their schools was the students and therefore they should play the role of parents by interacting with them, listening to them and solving their problems all the time. They should therefore be always available to the students.
- Headtechers should plan school programmes that will keep the students busy throughout to avoid idleness among the students.
- Headteachers should spearhead the curriculum supervision in their schools.
- Headteachers should be effective communicators. They should communicate with the students, teachers and subordinate staff so as to establish good working relations among them.
• Headteachers jointly with other stakeholders should endeavour to provide facilities for the full implementation of the school curriculum.
• Headteachers should be familiar with all the government policies that affect schools.

4.9.4 Summary of the responses from the three groups of respondents.

The responses from the three groups of respondents were the same. The three groups recognised the need for the headteachers, teachers, Parents and Prefects to be sensitive to their roles and do their best in fulfilling them. In this way, schools would run smoothly meeting both academic and non-academic needs for the students.
CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

5.1 INTRODUCTION.

The purpose of this study was to investigate and establish factors that influence school strikes in Central Division Secondary Schools within Machakos District and possible solutions to the problems. To address the problem the researcher investigated:

(a) The students' most prevalent and serious indiscipline problems.
(b) The nature and types of students' indiscipline problems.
(c) Factors involved in creating the state of students' indiscipline and strikes in schools.
(d) Who are involved in the management of students' indiscipline in the schools.
(e) Specific methods used to manage students' discipline in schools.
(f) The roles headteachers performed in the maintenance of students' discipline.
(g) The specific problems teachers and headteachers encounter in the maintenance of students' discipline.
(h) How parents, headteachers, teachers, prefects and students could enforce students' discipline.

Four (4) Secondary Schools were sampled from Central Division with an aim of finding out the factors that influence School Strikes. The headteachers of the four (4) schools and a sample of fifteen (15) teachers and one hundred and twenty (120) students from the same schools participated in the study.

The tools used for the study were questionnaires, one (1) for the students only and another one for teachers and an interview schedule for the headteachers. The researcher personally administered and collected the field questionnaires for data analysis. Data was analysed by use of percentages and frequency contribution.
5.2 SUMMARY OF THE MAIN FINDINGS.

5.2.1. THE STUDENTS' PERCEPTION OF INDISCIPLINE PROBLEMS.

Students, teachers and headteachers perceived the existence of many and serious students' indiscipline problems in the study sample schools. These were further confirmed by the analysis of documentary data. The research findings rhyme well with the theories behind school strikes and unrests quoted in the Literature Review from various authorities.

The most serious students' indiscipline problems were those concerned with misbehaviour included lack of courtesy: refusal to put on uniform while going out of the school; teasing fellow students; striking; disobedience to prefects; refusal to take legitimate punishments from teachers, defiance and talking back at teachers, refusal to do cleaning duties and bullying of other colleagues.

Other serious and prevalent indiscipline problems were those directly concerned with the teaching, learning process and academic performance. These included: dozing in class while teaching-learning was in progress, reporting late to class, the use of mother tongue, sneaking out of school, noise making during preps, failure to complete assignments, dodging night preps, and boycotting classes, playing with objects in class while teaching-learning is going on and prolonged absenteeism.

The respondents also perceived students' indiscipline problems which could be put in the category of criminal offences. These were: drug taking (bhang smoking); destruction of school property, stealing school property and threats issued to teachers and headteachers.

5.2.2. FACTORS INFLUENCING STUDENTS' INDISCIPLINE.

These include: inadequate and poor food, poor working relations between students, teachers and headteachers; unclear and ineffective communication between students, teachers and headteachers and peer influences, others that followed closely were harsh and unjustified punishment and laxity amongst teachers and lack of professional commitment of teachers.
On the other hand, teachers cited factors like poor parenting, peer influence, societal influence, inadequate and poor quality food, acute shortage of water and excessive and unjustifiable punishment as the main factors causing misbehaviour and strikes in schools.

Headteachers perceived poor parenting, peer group influence and societal influence as the main causes of students' indiscipline. These were closely followed by lack of support at school level by teachers, parents and some members of the Board of Governors.

Shortage of Guidance and Counselling teachers, poor economy and a curriculum which does not adequately cater for both the academic and non-academic needs of students.

Therefore the views of the three groups of respondents agree on the causes of students' indiscipline in the study sample schools.

5.2.3 METHODS USED IN CORRECTING STUDENTS' INDISCIPLINE.

According to the students, punitive methods were used more than preventive ones. The use of corporal punishment, light and heavy manual work were the leading disciplinary measures used in the maintenance of students' discipline in schools. Other methods were suspension and expulsion. According to the students' responses; preventive disciplinary measures for maintaining students' discipline, like guidance and counselling and warning were insignificantly used.

Headteacher perceived that punitive disciplinary measures were commonly used. These included: manual work, suspension and corporal punishment. According to the headteachers, the preventive methods commonly used were Guidance and Counselling and summoning of the parents.

The teachers perceived that physical punishment (punitive) methods were more popular. These include: light manual work, heavy manual work and corporal punishment. The non-physical methods for disciplining students included: suspension, teaming up with parents, Guidance and Counselling and expulsion.
PERSONS INVOLVED IN DEALING WITH STUDENTS' DISCIPLINE PROBLEMS.

According to students, mostly teachers in their different official capacities dealt with students' disciplinary problems; employing both preventive and corrective measures. The Board of Governors, headteacher and deputy headteachers dealt also with students' indiscipline cases variously. Prefects were also involved in giving punitive disciplinary measures. The Guidance and Counselling department handled very few referral cases of students' indiscipline.

It was however noted that the procedures of dealing with the students' indiscipline problems were not clear. Corporal punishment, which was outlawed by the government, was still being applied haphazardly; cases of noise making were punished by slapping grass and corporal punishment. There is no distinction between severe indiscipline problems and mild ones. Bullying of students, which is among the most serious indiscipline problems, for example, was punished by Corporal punishment; but some offenders were given less; only two strokes of cane, while others received the maximum six; a clear picture of injustice in the administration of students' indiscipline.

It was also noted that teachers caned students. Even at the time when corporal punishment was lawful, only the headteachers were legally allowed to cane students. This shows ignorance on the part of the teachers and the school administration on the use of law in the application of disciplinary procedures. Headteachers' role in the management of students' discipline were fully recognised; however, responses from teachers indicated that they did not quite perceive the roles of deputy headteachers. Teachers also did not seem to know the roles school disciplinary committee played in the management of students' discipline. The responses of teachers indicated that a significant majority of teachers did not recognise the role of the Boards of Governors in the management of students' discipline.
Teachers responses also indicated that Guidance and Counselling was sparingly used and that there was no teamwork among teachers in the management of students' discipline. They worked individually in their official capacities.

Headteachers' preference was a combination of both punitive and preventive disciplinary measures when dealing with students' indiscipline, manual work, Guidance and Counselling and summoning and teaming up with parents were significantly recognised by headteachers.

5.2.5 DEGREE OF EFFECTIVENESS OF THE METHODS USED TO MAINTAIN STUDENTS' DISCIPLINE.

The responses form the students indicate that both corrective and preventive disciplinary measures to some degree were effective and help in the management of students' indiscipline cases. However, the majority preferred Guidance and Counselling and warning rather than the rest of the methods.

For teachers, Guidance and Counselling was considered the most effective method in management of students' discipline. This was followed closely by reprimands and partnership with parents - where parents were summoned to school to team up with the school administration to solve the problem of the students concerned. Suspension, Corporal punishment and manual work were insignificantly recognised as effective methods.

The views of the teachers agree with those of headteachers in the effectiveness of the various methods employed in the administration of students' discipline.

5.2.6. THE ROLES HEADTEACHERS PERFORM IN THE MAINTAINANCE OF STUDENTS' DISCIPLINE.

Headteachers were able to manage students' indiscipline in schools. It was pointed out that discipline was key to success in school programmes, the teachers were therefore ready to help students and maintain a high standard of good discipline. They took interest in areas which affected students' needs and effectively implemented the school
curriculum. Headteachers delegated responsibilities to teachers in all areas touching on the lives of students while at school.

In consultation with teachers and students, prefects were appointed to serve as a link between the school administration and the students' headteachers supervised curriculum implementation in an effort to meet both academic and non-academic needs of students and ensured that the schools were adequately staffed with trained teachers.

Headteachers held staff meetings with teachers from time to time to discuss the way forward in their schools calendar of events. They listened to students and attended to their grievances and encouraged them to work hard and observe the school rules and regulations.

Headteachers convened Board of Governors and Parents-Teachers-Association (PTA) meetings to plan together students. They consulted the Ministry of Education officials concerning any policy matters affecting schools.

As their specific responsibility to maintain students' discipline, the headteacher perceived the importance of providing facilities, adequate teaching and non-teaching staff, putting in place clear disciplinary procedures and maintaining conspicuous and effective channels of communication.

5.2.7. PROBLEMS ENCOUNTERED BY TEACHERS AND HEADTEACHERS IN AN EFFORT TO MAINTAIN STUDENTS' DISCIPLINE.

These include: - lack of commitment to teaching and supervisory duties of new teachers and lack of experience in dealing with students' indiscipline problems. Few teachers receive training for the specific responsibilities they held. Parents did not give full support to teachers and headteachers. They, the parents often talked negatively about teacher and headteachers with their children.

Some teachers did not give sufficient support to their headteachers. Some BOG members were tribalistic and therefore unco-operative to teachers and headteachers who did not hail from the same ethnic community. Others became difficult because of their vested interests in school tenders.
Lack of professionally qualified Guidance and Counselling teachers with background knowledge of adolescents' behaviour and a serious shortage of equipment to be used for counselling was affecting the effectiveness of the Guidance and Counselling programmes in schools adversely, thus rendering the programmes ineffective. Encouragement from the Ministry of Education officials in the implementation of the Guidance and Counselling programmes in schools was not felt, and headteachers were not willing to use the students' barazas as fora for listening to their (students) grievances and brainstorming with them as to why their needs sometimes were not met as expected.

5.2.8 HOW HEADTEACHERS, PARENTS, STUDENTS AND PREFECTS COULD ENHANCE STUDENTS' DISCIPLINE IN SCHOOLS.

- Headteachers should learn, know and understand their students well.
- Headteachers should be available and sensitive to students' needs and plights.
- Headteachers should be familiar with Government policies affecting education.
- Headteachers should learn to team up with the Ministry of Education, Board of Governors (BOG) and parents- Teachers Association (PTA) to provide all curriculum requirements in order to cater for the needs of all students in both academic and non-academic areas.
- Headteachers should provide an enabling environment for the students, teachers and Board of Governors (BOG) staff to do their work.
- Headteachers should be fair to all.
- The parents should provide basic needs to their children and communicate love and support to them.
- Prefects should ensure there is good working relations between students, teachers and headteachers.
- Students should accept that they are learners and they should therefore learn what is beneficial to them from their parents, teachers and peers.

In line with the Literature Review the research findings, confirmed that the deterioration in students' behaviour has far reaching educational, political, economical and social implications. This line of thought is supported by the NCCK research
findings in the Literature Review (2.4.3) on students' unrest in schools and colleges (1992: 1). In part it says:

The youth suffer from a condition commonly referred to as identity crisis. Being at the adolescence stage of human growth and development are in confusion. Most of them turn to rebellious activities such as smoking, drinking, drug abuse and give in to peer pressure.

5.3 CONCLUSION.

Based on the findings of the study, it has observed that secondary schools within Central Division in Machakos District faced numerous students' indiscipline problems that culminated into strikes. Most of the problems are related to human needs and moral behaviour; which can be properly handled through enhancement of teacher education which is a vital aspect in the process of instilling and maintaining discipline as it equips the teacher with appropriate approaches to students' discipline and gives him (the teacher) confidence and the right skills in handling students' discipline problems.

Through the findings it can be concluded that if school managers carefully, genuinely and purposefully provided adequate balanced food, the problems would be drastically reduced. This calls for total change of attitude of both the headteachers and teachers. The tendency to concentrate on academic work only on the schools is a reflection of the Kenyan society's attitudes to value paper qualifications. However, good academic certificates without good moral character are of no value at all. Therefore reforms were necessary in order to overcome the students' indiscipline problems and strikes in secondary schools.

5.4 RECOMMENDATIONS.

On the basis of the findings of this study, the researcher recommends the following:

- Proper methods should be formulated and adopted for use, to ensure that food prepared for students is reasonable both in quality and quantity. Most students are in their adolescent stages and needed a lot of energy for their activities both in and outside classes.
• Opportunities should be created through careful planning in both academic and non-academic activities to provide lessons for good moral character formulation. The Christian union, young Muslims association, peer counselling should be effectively used to inculcate good human virtues.

• Parents through churches, temples, mosques and chiefs barazas should be encouraged to play their parental roles effectively so as to help teachers to mould their children into good well-behaved individuals.

• Parents, jointly with the government using well-coordinated efforts by community leaders and the schools’ BOG, should endeavour to provide facilities for the smooth running of the schools.

• Headteachers and teachers should constantly and consistently be trained and be brought together to share experiences in the management of students' discipline in their schools. New skills in dealing with students' indiscipline will help counteract with emerging students' discipline issues.

• Inculcating good discipline in a continuous process from home to school. Parents should work very closely with the teachers to support every effort and step that could be taken to help the students to grow and develop in the right direction.

• Headteachers should use participatory techniques in management by allowing students some degree of freedom to make decisions on issues that affect them.

5.5. SUGGESTIONS FOR FURTHER RESEARCH.

This study cannot be considered exhaustive in the areas of focus.

• Most of the students' indiscipline and strikes were because of inadequate and poor quality food. Further research could be conducted to establish whether it is due to lack of experienced manpower or because of financial constraints or both.

• There is dire need to conduct a thorough research to determine why teachers were not fully committed to their duties. Is it because of poor supervisory methods used by headteachers? Or is it due to poor remuneration by the employers or both?
• There is also need to carry out in depth research on the effects of drug abuse in schools.

• In 2001, the Kenyan Government outlawed corporal punishment in schools. A study should be carried out to establish the effects of outlawing corporal punishment on students' discipline.

• A similar study of this magnitude should be conducted in other Districts because this study was only limited to Central Division within Machakos District.


East African standard – Monday August 6th (2001)


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APPENDIX A

STUDENT QUESTIONNAIRE

This is not a test. It is an educational research being undertaken as part of the requirements for the completion of a masters degree in Education. It is hoped that the findings will go along in helping improve students' discipline in schools. You are part of the students who have been chosen to participate in the study. You are therefore requested to complete the questionnaire as accurately as possible. The information will be treated as confidential and will be used for the intended purpose only.

Instructions
Please respond to all the items by ticking (✓) in brackets where necessary and briefly writing in the spaces provided appropriately. You need not write your name on this paper.

Section I

1. Name of your school__________________________________________
2. Indicate your gender: male ( ) Female ( )
3. Age ____________years

Section II

4. Indicate by a tick (✓) some of the discipline problems experienced by students in your school that may lead to school strikes.
   (i) Arson activities e.g burning of dormitory etc. ( )
   (ii) Fighting amongst students ( )
   (iii) Boycotting classes ( )
   (iv) Theft of school property ( )
   (v) Raping female students ( )
   (vi) Killing teachers and headteachers ( )
   (vii) Refusal to put on school uniform while going out of school ( )
   (viii) Refusing to perform cleaning duties ( )
   (ix) Being shabby ( )
(x) Playing with objects when lessons are in progress
(xi) Dozing in class while teaching is in progress
(xii) Striking against the school Administration
(xiii) Attending classes late
(xiv) Forgetting text books and exercise books needed in class
(xv) Teasing fellow students
(xvi) Bullying of fellow students
(xvii) Drug taking smoking bhang and cigarettes
(xviii) Consumption of alcohol
(xix) Killing of prefects
(xx) Sneaking from school
(xxi) Refusal to do home work
(xxii) Killing of students
(xxiii) Teacher-student sexual immorality
(xxiv) Lack of courtesy
(xxv) Theft among students

Section III
1. Indicate in the spaces provided indiscipline problems not mentioned above.

_________________________________________________________________________
_________________________________________________________________________

2. (i) How many worst students' indiscipline cases have you witnessed in your school?

_________________________________________________________________________

(ii) When did they occur?

_________________________________________________________________________

(iii) What was the nature of the indiscipline?

_________________________________________________________________________

(iv) How did the students behave?

_________________________________________________________________________
3. The following are some factors that could influence students to commit indiscipline behaviours. Tick (✓) the ones which may influence you to misbehave.

(i) Friends at school
(ii) Friends outside the school
(iii) Parents
(iv) Teachers
(v) Headteachers
(vi) Politicians

Add any other factors that have not been mentioned above
(vii)
(viii)
(ix)
(x)

4. Briefly say the offences you committed against the factors which influenced you.

Section IV
1. Below is a list of the most likely causes of students' indiscipline. Think about each item carefully and indicate your opinion by ticking (✓) Yes or No. Yes would mean that the particular item is a cause of students' indiscipline and No would mean that the particular item is not a cause of students' indiscipline.

(i) School Mismanagement by Headteachers
   Yes ( ) No ( )

(ii) Transfer of effective teachers
   Yes ( ) No ( )
(iii) Drug abuse such as smoking bhang
Yes ( ) No ( )

(iv) Drunkenness - consumption of alcohol
Yes ( ) No ( )

(v) Acute shortage of teaching - learning resources such as textbooks
Yes ( ) No ( )

(vi) Harsh school rules and regulations
Yes ( ) No ( )

(vii) Unclearly defined procedures in the administration of students' discipline.
Yes ( ) No ( )

(viii) Laxity of teachers due to lack of professional commitment
Yes ( ) No ( )

(ix) Poor working relations between students, teachers and headteachers
Yes ( ) No ( )

(x) Insensitivity among headteachers who do not recognise students
Yes ( ) No ( )

(xi) Inadequate, poor quality food
Yes ( ) No ( )

(xii) Poor performance in National Examinations (KCSE)
Yes ( ) No ( )

(xiii) Unclear and ineffective channels of communication between headteachers, teachers and students.
Yes ( ) No ( )

(xiv) Harsh unofficial rules introduced and enforced onto the students by prefects.
Yes ( ) No ( )

(xv) Congestion in dormitories
Yes ( ) No ( )

2. Indicate in the spaces provided below any other causes of students' indiscipline not mentioned in the question one above.
Section V.

1. (i) Have you ever been punished since you joined this school?

   Yes (   )                                No (   )

(ii) If yes, state the following:

   List of offences | Type of punishment | The teacher (position) who gave the punishment e.g. class teacher, Duty master etc.

   |     |     |                                         |

   |     |     |                                         |

   |     |     |                                         |

   (iii) In your honest opinion, do you think the punishment was justified and appropriate for the offence(s) you had committed?

   Yes (   )                                No (   )

   (iv) Explain your answer in (iii) in the spaces provided.

   (v) Did you repeat the offence(s) for which you were punished?

   Yes (   )                                No (   )

   (vi) Explain your answer in (v) in the spaces provided.

   ______________________________________

   ______________________________________

   ______________________________________

2. Give your honest suggestions as to how the following could bring solutions to the students' indiscipline in your school.

   (i) Headteachers:

   ______________________________________

   ______________________________________

   ______________________________________

   (ii) Students:

   ______________________________________

   ______________________________________

   ______________________________________
(iii) Teachers:

________________________________________

________________________________________

(iv) Parents:

________________________________________

________________________________________

(v) Prefects:

________________________________________

________________________________________
APPENDIX  B

TEACHER QUESTIONNAIRE

This is an educational research which is being undertaken as part of the requirements for the completion of a masters degree in education. It is hoped that the findings will go along in helping improve students' discipline in schools. The information you give will be treated as confidential and will be used for the intended purpose only.

Instructions.

Please respond to all the items by ticking (✓) in brackets where necessary and briefly writing in the spaces provided appropriately. You need not write your name on this paper.

Section I

1. Name of your school__________________________________________

2. Gender: Male ( ) Female ( )

3. Teaching experience: _________________________________________

4. State your level of education and training__________________________

5. For how long have you been a teacher? _________________________

6. For how long have you been a teacher in your current school?

_________________ Years.

Section II.

7. Indicate by a tick (✓) some of the students discipline problems that are prevalent in your school which may lead to school strikes.

(i) Arson activities e.g burning of dormitory etc ______________ ( )

(ii) Fighting amongst students ______________________________ ( )

(iii) Assaulting teachers _________________________________ ( )

(iv) Boycotting classes ___________________________________ ( )

(v) Theft of school property _______________________________ ( )

(vi) Raping female students _______________________________ ( )

(vii) Killing teachers and headteachers __________________________ ( )
(viii) Refusal to put on school uniform while going out of school
(ix) Refusing punishments from teachers
(x) Being shabby
(xi) Playing with objects when lessons are in progress
(xii) Dozing in class while teaching is in progress
(xiii) Striking against the school Administration
(xiv) Attending classes late
(xv) Forgetting text books and exercise books needed in class
(xvi) Teasing fellow students
(xvii) Bullying of fellow students
(xviii) Drug taking: smoking bhang and cigarettes
(xix) Consumption of alcohol
(xx) Sneaking from school
(xxi) Refusal to do homework
(xxii) Killing of prefects
(xxiii) Killing of students
(xxiv) Teacher-student sexual immorality
(xxv) Lack of courtesy
(xxvi) Sexual immorality amongst students
(xxvii) Theft amongst students

Section III.

1. In the spaces provided below indicate the indiscipline problems not mentioned in section II
2. When was your school last involved in the worst indiscipline problem?

3. What was the nature of the indiscipline problem?

4. How did the students behave?

Section IV.

1. Below is a list of the most likely causes of students' indiscipline as generally viewed by teachers and headteachers. Think about each item carefully and indicate your opinion by ticking (✓) agree or disagree. "Agree" would mean that you perceive that item as a reason for causing students' indiscipline. "Disagree" would mean that the particular item is not a reason that can contribute to students' indiscipline in your school.

(i) School mismanagement by headteachers.
   Agree (✓)  Disagree (  )

(ii) Excessive and unjustified punishment
   Agree (✓)  Disagree (  )

(iii) Lack of dialogue between headteachers and students.
   Agree (✓)  Disagree (  )

(iv) The curriculum does not cater adequately for the academic and non-academic needs of students.
   Agree (✓)  Disagree (  )

(v) Exposure of students to all forms of violence in the print and electronic media.
   Agree (✓)  Disagree (  )

(vi) Drug abuse: such as eg bhang and cigarette smoking
   Agree (✓)  Disagree (  )
(vii) Drunkenness or consumption of alcohol (mnazi drinking)

Agree ( )    Disagree ( )

(viii) Acute shortage of teaching-learning resources

Agree ( )    Disagree ( )

(ix) Unclearly defined procedures in the administration of students' discipline.

Agree ( )    Disagree ( )

(x) Delayed decisions on students' disciplinary cases by the Ministry of Education officials.

Agree ( )    Disagree ( )

(xi) Transfer of good and able teachers

Agree ( )    Disagree ( )

(xii) Laxity and lack of professional commitment by teachers

Agree ( )    Disagree ( )

(xiii) Societal influence on students with the belief that striking would make headteachers listen to them.

Agree ( )    Disagree ( )

(xiv) Students' direct punitive behaviours, they have learnt from parents and teachers to their fellow students

Agree ( )    Disagree ( )

(xv) Poor working relations between headteachers, teachers and students.

Agree ( )    Disagree ( )

(xvi) Lack of qualified guidance and counselling teachers.

Agree ( )    Disagree ( )

(xvii) Poor model by parents.

Agree ( )    Disagree ( )

(xviii) Incitement by parents

Agree ( )    Disagree ( )

(xix) Others not included in the list.

Agree ( )    Disagree ( )
2. (a) In your honest opinion what do you think are the factors involved in creating students' indiscipline?

(b) Select any five of the likely causes of students' indiscipline and unrest you have indicated in 2 (a) above and briefly explain why you think they cause students' unrest.

3. Indicate in the spaces provided below any other causes of students' indiscipline not mentioned in question 1 above.

4. Who handles students' indiscipline problems in your school?

5. Below is a list of methods used in dealing with students' indiscipline problems. Tick (✓) in the brackets the most popular methods used your school.

- Canning ( )
- Warning in writing ( )
- Guidance and counselling ( )
- Withdrawal of privileges ( )
- Clearing of bushes ( )
- Physical torture e.g kneeling down ( )
- Suspension ( )
- Expulsion ( )

6. Add any other method not mentioned in no. 4.
7. The following are methods used in maintaining students' discipline in schools. Please rank them in order of effectiveness (i.e. in your own opinion)

- Corporal punishment
- Manual work
- Reprimand
- Guidance and counselling
- Suspension

8. "Teachers lack commitment in their teaching and supervisory duties". Please give your honest opinion by ticking (✓) in the appropriate bracket.

- Strongly agree
- Agree
- Disagree
- Strongly agree

9. Did you receive any further training after you were assigned new responsibilities in your school?

____________________________________________________________________________________

10. Do you receive total support from parents as you deal with indiscipline behaviours of their children?

____________________________________________________________________________________

11. Suggest ways of enhancing students' discipline in your school by:

(i) Parents:____________________________________________________

____________________________________________________________________________________

(ii) Headteachers:________________________________________________

____________________________________________________________________________________

(iii) Prefects:____________________________________________________

____________________________________________________________________________________

(iv) Students:____________________________________________________

____________________________________________________________________________________

(v) Teachers:_____________________________________________________
APPENDIX C

INTERVIEW SCHEDULE FOR HEADTEACHER

This interview is part of an educational study which is being undertaken as one of the requirements for the completion of a Masters Degree in Education. It is hoped that the findings will go along in helping improve students' discipline in schools.

As one of the managers of education in this division, you have been chosen to take part in the research through this interview. The information you give therefore is very important and it will be treated as confidential and used for the intended purpose only.

Section 1.

1. What is the name of your school? _________________________

2. Gender: Male ( ) Female ( )

3. State your academic qualification:
   - K.C.E ( )
   - K.A.C.E ( )
   - K.C.S.E ( )
   - Any other ( ) specify ____________________

4. State your professional training:
   - Diploma /S1 ( )
   - B.Ed ( )
   - M.Ed ( )

5. How long have you been a headteacher? ________

6. How long have you been a headteacher in this school? ________ years

7. Have you been trained for the responsibilities you hold- to enhance your performance ? yes ( ) No ( )
8. If your answer in question 7 is yes, please explain briefly the training courses you have attended.

Section II

1. Some secondary schools are experiencing many serious students' indiscipline behaviours. Some of which lead to school unrests. Below is a list of such problems. Please tick (✓) the most prevalent students, indiscipline problems in your school.

| (i) Arson activities e.g burning of dormitory etc | ( ) |
| (ii) Fighting amongst students | ( ) |
| (iii) Assaulting teachers | ( ) |
| (iv) Boycotting classes | ( ) |
| (v) Theft of school property | ( ) |
| (vi) Raping female students | ( ) |
| (vii) Killing teachers and headteachers | ( ) |
| (viii) Refusal to put on school uniform while going out of school | ( ) |
| (ix) Refusing punishments from teachers | ( ) |
| (x) Being shabby | ( ) |
| (xi) Playing with objects when lessons are in progress | ( ) |
| (xii) Dozing in class while teaching is in progress | ( ) |
| (xiii) Striking against the school Administration | ( ) |
| (xiv) Attending classes late | ( ) |
| (xv) Forgetting text books and exercise books needed in class | ( ) |
| (xvi) Teasing fellow students | ( ) |
| (xvii) Bullying of fellow students | ( ) |
| (xviii) Drug taking: smoking bhang and cigarettes | ( ) |
| (xix) Consumption of alcohol | ( ) |
| (xx) Sneaking from school | ( ) |
(xxi) Refusal to do homework
( xxii) Killing of prefects
( xxiii) Killing of students
( xxiv) Teacher-student sexual immorality
( xxv) Lack of courtesy
( xxvi) Sexual immorality amongst students
( xxvii) Theft amongst students

2. Give other indiscipline problems not mentioned in (1) above.


3. (i) How many worst students' indiscipline cases have you witnessed in your school?

(ii) When did they occur?

(iii) How did the students behave?

4. (a) In your honest opinion, what do you think are the factors involved in creating a state of students' indiscipline and unrest?

(b) Of the factors you have given in question 4 (a) above explain any five of them.

5. Who are involved in the administration of students' discipline in your school?
6. What specific methods does your school use to maintain students' discipline? ____________________________________________________________________________

7. (i) Of the methods you have listed in no.5, which ones are more effective? _________________________________________________________________________

(ii) Why? _______________________________________________________________________________________

8. As a headteacher of this school, what specific roles do you perform in the maintenance of students' discipline in your school?

______________________________________________________________________________________________

9. (i) In your effort to maintain students' discipline do you get full support from:-

Parents? Yes ___ No ___
Teachers? Yes ___ No ___
The BOG? Yes ___ No ___

(ii) If your answer for 8 (i) is No. say why _________________________________________________________

10. Do you think guidance and counselling team in your school is effective?

Yes ___ No ___

Please support your answer _________________________________________________________________

11. Do you hold students' barazas? Yes ___ No ___

______________________________________________________________________________________________
12. If your answer for No. 11 is yes, are they effective?

Yes ☐  No ☐

Please give your honest opinion ____________________________________________________________

13. As an educationist, how do you think discipline can be enhanced by :-

(i) Headteachers: ____________________________________________________________

(ii) Parents: ________________________________________________________________

(iii) Students: ______________________________________________________________

(iv) Teachers: _______________________________________________________________

(v) Prefects: ________________________________________________________________
KENYATTA UNIVERSITY
DIRECTORATE OF SELF-SPONSORED PROGRAMMES

P.O. Box 43844
Tel. 810901 – Ext. 57536
Nairobi. Kenya

DATE: 5/8/05

TO WHOM IT MAY CONCERN:

This is confirm that MUKULA SARAH M.
of Reg. No. E54/0163/02 is a student of Kenyatta University
undertaking M.B A D M I N I S T R A T I O N degree programme.

Any assistance offered will be appreciated.

Thank you.

Yours faithfully,

PROF. HENRY O. AYOT
DIRECTOR, SELF-SPONSORED PROGRAMMES